DOCUMENT RESUME

ED 367 131 FL 021 603

AUTHOR	Hume, Elizabeth, Ed.; McElhinny, Bonnie S., Ed.
TITLE	The COSWL (Committee on the Status of Women in Linguistics) Collection of Language and Gender Syllabi.
PUB DATE	93
NOTE	250p.
AVAILABLE FROM	Linguistic Society of America, 1325 18th Street, N.W., Suite 211, Washington, DC 20036.
PUB TYPE	Reference Materials - General (130)
EDRS PRICE	MF01/PC10 Plus Postage.
DESCRIPTORS	Anthropology; Classroom Techniques; *College Curriculum; *Course Content; Educational Strategies; English; Folk Culture; French; German; Graduate Study; Higher Education; *Language Role; *Linguistics; Research Methodology; Second Languages; *Sex Differences; Testing; Undergraduate Study

ABSTRACT

A collection of 27 syllabi for undergraduate and graduate courses on language and gender is presented. The syllabi come from a variety of departments, including linguistics, anthropology, English, French, German, and folklore. Special features of the collection include: syllabi for undergraduate and graduate courses; ideas for paper topics; examples of exam questions; instructions for field work exercises (gathering and analyzing gender differences in natural speech); bibliographies of works on language and gender; and comments from instructors about teaching the courses. The collection is intended as a resource for those developing or teaching a course about language and gender. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 367 131

The COSWL (Committee on the Status of Women in Linguistics) Collection of Language and Gender Syllabi

edited by Elizabeth Hume and Bonnie S. McElhinny

1993

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Mary Niebuhr.

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it

☐ Minor changes have been made to improve reproduction quality

● Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

FL021603

BEST COPY AVAILABLE

INTRODUCTION

This collection includes 27 syllabi for courses on language and gender taught in an array of departments (linguistics, anthropology, English, French, German and folklore). Special features of the collection includes:

*syllabi for graduate and undergraduate courses
*ideas for paper topics
*examples of exam questions
*instructions for fieldwork exercises (gathering and analyzing gender differences in natural speech)
*bibliographies of works on language and gender
*comments from instructors about teaching the courses

We hope this collection will be a resource for anyone interested in teaching language and gender--whether you are organizing such a course for the first time, looking to update or revise a syllabus for a course taught many times, or hoping to improve a unit on language and gender in a sociolinguistics or other survey source. This project is one response to the LSA's mandate to COSWL (the Committee on the Status of Women in Linguistics) to "encourage and support research on language and women."

The syllabi here display a number of imaginative approaches to the teaching of a single topic. They also display a considerable commitment to thoughtful pedagogy, to designing syllabi and exercises to stimulate students' thought, and to assembling materials that will allow students to undertake a wide range of relevant projects. It is unfortunately the practice in much of the academy to borrow pedagogical ideas such as these without acknowledgement, though they require thought as intensive as that required for any research project. We hope you will consider citing the sources of your pedagogical ideas when you adapt these exercises and syllabi for your own classroom use as one way to accord teaching and thought about teaching the attentions and rewards it does not always receive.

This project was coordinated by Elizabeth Hume (Ohio State University, Linguistics) and Bonnie McElhinny (Stanford University, Linguistics). We gratefully acknowledge the assistance of a number of people without whose help this project would not have been realized. In particular, we'd like to thank Christina McDougall for her help in compiling the syllabi. In addition, we'd like to thank Chris Barker, Helen Dry, Bob Kaspar and John Lawler for technical advice and assistance, and to thank COSWL members (Dawn Bates, Vicky Bergvall, Janet Bing, Alice Freed, Lynne Murphy, and Craige Roberts) for invaluable comments and suggestions. We also acknowledge the Departments of Linguistics at OSU and Stanford for support given this project, and in particular acknowledge the assistance of Brian Joseph. Finally we thank all those who contributed syllabi.

Additional hardcopies of "The COSWL Collection of Language and Gender Syllabi" are available from:

Linguistic Society of America
1325 18th Street, NW Suite 211
Washington DC 20036
202/835-1714

Electronic copies are also available on-line in LINGUIST archives (for LINGUIST subscribers) and through anonymous ftp from the Univ. of Michigan file-server (for others).

Beth Hume and Bonnie McElhinny, July 1993

OBTAINING COPIES FROM THE LINGUIST DATABASE

In the archives of LINGUIST, the syllabi are kept in 7 files called:

```
lg-gen-0 syl
lg-gen-1 syl     --and so forth, through lg-gen-6 syl
```

To retrieve the syllabi, send a message to:
listserv@tamvm1.tamu.edu (if you are on Internet)
OR
LISTSERV@TAMVM1 (if you are on BITNET)

The message should consist of a line or lines like the following:

```
get <filename> <filetype> linguist
```

For example,

```
get lg-gen-1 syl linguist
```

It is possible to request all the syllabi at once by sending one multi-line message consisting of 7 'get' commands; however the files are large, so don't do this unless you can handle large email messages.

The listserv will respond only to addresses it recognizes, so be sure to send the request from the address from which you subscribed to LINGUIST.

****

OBTAINING COPIES FROM THE UNIVERSITY OF MICHIGAN FILE-SERVER

To obtain copies through ftp from the University of Michigan file-server you must be on Internet.

Follow the following procedure:

```
*       ftp linguistics.archive.umich.edu <at your system prompt>
*       login:  anonymous
*       passwd:  <type your email address>
*       cd linguistics
*       cd handouts
*       cd syllabi
*       get L-G.Syllabi.0
*       get L-G.Syllabi.1
*       get L-G.Syllabi.2
*       get L-G.Syllabi.3
*       get L-G.Syllabi.4
*       get L-G.Syllabi.5
*       get L-G.Syllabi.6
*       quit
```

Please note that these syllabi are lodged on a UNIX system. Unix is case-sensitive. If you use upper-case letters instead of lower-case letters, or lower-case letters instead of upper-case letters, it will not recognize your command. Follow the above format carefully.

You may not want to obtain all these files at the same time. They take up a considerable amount of diskspace. Use only one or two 'get' commands if diskspace is at a premium.

Questions should be directed to 'linguistics-archivists@umich.edu'

THE COSWL COLLECTION OF LANGUAGE AND GENDER SYLLABI

Table of CONTENTS

Introduction
Overview of Syllabi

Syllabi

1.	Niko Besnier (Anthropology, Yale)	"Language and Gender in Cultural Perspective"
2.	Janet Bing (English, Old Dominion)	"Language, Gender and Power"
3.	Sue Blackwell (English, Univ. of Birmingham)	"Language and Gender"
4.	Rebecca Burns-Hoffman (English, Univ. of Miami)	"Language and Gender
5.	Penelope Eckert (IRL) & Sally McConnell-Ginet (Linguistics, Cornell)	"Gender and Language Use"
6.	Suzanne Fleischmann (French, Berkeley)	"Sexual Difference, Gender and the French Language"
7.	Alice Freed (Linguistics, Montclair State)	"Women, Men and Language"
8.	Rebecca Freeman (Education, Penn)	"Language and Gender"
9.	Barbara Fox (Linguistics, Univ. of Colorado)	"Language and Gender"
10.	Randy Allen Harris (English, Univ. of Waterloo)	"Varieties of English"
11.	Shirley Brice Heath (English/Linguistics, Stanford) & Bonnie McElhinny (Linguistics, Stanford)	"Language and Gender"
12.	Beth Hume (Linguistics, Ohio State)	"Language and Gender"
13.	Mary Jane Hurst (English, Texas Tech)	"Language and Gender"
14.	Deborah Kapchan (Folklore Institute, Univ. of Indiana--Bloomington)	"The Gender of the Word"
15.	Mimi Klaiman (Linguistics, Univ. of Indiana)	"Language and Women"
16.	Kerstin Lange (Anthropology)	"Language, Sex and Gender"
17.	Joseph Malone (Columbia)	"Gender Systems"
18.	Sally McConnell-Ginet (Linguistics, Cornell)	"Language and the Sexes"
19.	Bonnie McElhinny (Linguistics, Stanford)	"Language and Gender"
20.	Rae Moses (Linguistics, Northwestern)	"Language and Gender"

21.	Mary Parlee & Ana Celia Zentella (Linguistics, Hunter College)	"Language, Gender and Social Identity"
22.	Craige Roberts (Linguistics, Ohio State)	"Language and Gender"
23.	Bambi Schieffelin (Anthropology, NYU)	"Language in Everyday Life"
24.	Ron Southerland (Linguistics, Univ. of Calgary)	"Language and Power"
25.	Deborah Tannen (Linguistics, Georgetown)	"Gender Differences in Language Use"
26.	Lenora Timm (Linguistics, UC-Davis)	"Language, Gender and Society"
27.	Ruth Wodak (Linguistics, Univ. of Vienna)	"Sprachverhalten von Frau und Mann"

OVERVIEW OF SYLLABI

LEVEL indicates whether the course was taught for undergraduate (ugrad) or graduate (grad) students.
DEPARTMENT indicates the kind of department the course was originally taught in.
SPECIAL FEATURES lists additional course materials that accompany the sylabus.

	LEVEL	DEPARTMENT	SPECIAL FEATURES
Besnier	grad	Anthro.	
Bing	grad/ugrad	English/Liberal Studies	*discussion questions
Blackwell	ugrad	English	*comments on course planning
Burns-Hoffman	?	English	
Eckert & McConnell-Ginet	grad/ugrad	Linguistics	*course was taught at 1991 Linguistics Institute
Fleischmann	graduate	French	*ideas for paper topics *extensive bibliography w. particular focus on French language, linguistics and feminism
Fox	ugrad	Linguistics	
Freed	ugrad	Linguistics	*comments on teaching the course *discussion questions *fieldwork exercises (incl. detailed instructions on data collection) *ideas for paper topics
Freeman	grad	Education	*comments on process of students designing own syllabus
Harris	ugrad	English	
Heath & McElhinny	ugrad	Anthro/Linguistics	*fieldwork exercises *comments on teaching the course
Hume	ugrad	Linguistics	*comments on teaching the course

Hurst	grad	English	*biblio
Kapchan	grad?	Folklore	
Klaiman	ugrad	Linguistics	
Lange	ugrad	Anthro/Linguistics/ Women's Studies	*sample test questions *ideas for paper topics *biblio.
Malone	ugrad	Linguistics/ Women's Studies	
McConnell-Ginet	ugrad	Linguistics/ Women's Studies	
McElhinny	grad	Linguistics/Anthro./ Women's Studies	*discussion questions
Moses	?	Linguistics	*fieldwork exercises *annotated biblio.
Parlee & Zentella	grad	Linguistics	
Roberts	ugrad	Linguistics	
Schiefflin	ugrad?	Anthropology	
Southerland	?	Linguistics	
Tannen	grad	Linguistics	*comments on how course will be modified when next taught
Timm	?	Linguistics	*extensive (38 pp) biblio. *ideas for paper topics *fieldwork exercises
Wodak	grad?	Linguistics	*biblio. on articles in and on German

Language and Gender in Cultural Perspective
Anthropology 601b
Yale University, Spring Semester 1993

seminar meetings:	Th 2:30-4:20, 175 Whitney, room 24
instructor:	Niko Besnier
office:	51 Hillhouse, room 13
phone & e-mail:	2-3674, uttanu@yalevm
office hours:	W 1:30-3:30 or by appointment
paper deadline:	Monday, May 3, 12 noon

Aims of the course

In the last two decades, anthropology has undergone a major paradigm shift, as gender, a hitherto peripheral category in the discipline, has emerged as a pivotal area of anthropological inquiry. This seminar explores the role that gender plays in the "fourth subfield" of the discipline, namely linguistic anthropology. Because the fourth subfield is a continuum between anthropology and linguistics, the seminar will also touch on the ways in which linguists (particularly sociolinguists) have approached the relationship between language and gender. However, the seminar will emphasize ethnographic approaches to language and gender over approaches that are primarily concerned with language structure. We will read ethnographic accounts from a broad variety of ethnographic settings, ranging from postindustrial complex societies to small-scale communities.

The seminar will first concentrate on the various theoretical frameworks through which the relationship between language and gender has been studied. This survey will suggest that the nature of this relationship is far from being understood. However, most headway in the direction of understanding has been made by theoretical approaches which centralize the way in which both language and gender are embedded in structures of power, authority, and social inequality, and are closely associated with conflicts over these structures. Indeed, linguistic practices often emerge as the very battleground of the struggle over power and inequality. Thus, in order to understand how language and gender are interwoven, we must cast our nets wide and investigate the social and cultural contexts that give meaning to both linguistic practices and gender categories.

How this contextualization should be accomplished is best understood empirically. In the last part of the seminar, we will focus on a number of ethnographies that have been particularly successful in locating language and gender in social and cultural perspectives. We will focus on several aspects of linguistic and social practices in which gender has been shown to be pivotal, including language socialization, emotionality, and literacy. The questions and problems which arise in each of these areas of concern will enable us to formulate the general theoretical concerns of relevance to the study of language and gender from an ethnographic perspective.

Texts

Abu-Lughod, Lila. 1986. *Veiled Sentiments: Honor and Poetry in a Bedouin Society*. Berkeley, CA: University of California Press.

Goodwin, Marjorie. 1990. *He-Said-She-Said: Talk as Social Organization in a Black Peer Group*. Bloomington, IN: Indiana University Press.

Radway, Janice A. 1991. *Reading the Romance: Women, Patriarchy, and Popular Literature*. 2nd edition. Chapel Hill, NC: The University of North Carolina Press.

All three books are required and available at Book Haven, 290 York Street, 787-2848. A supplementary packet of required readings will be available for purchase after the beginning of week 2 at Audubon Copy, 48 Whitney Avenue, 865-3115.

Course requirements

(a) Research paper (70%)
The term paper for this seminar may be a report of original research, a critical review of the literature on a specific topic of relevance to the seminar, or a grant proposal for future research. Participants in the seminar are strongly urged to consult with me well ahead of time about the topic of the paper. A proposal for the paper is due on February 11, and will be returned to you with comments the following week. The proposal should be as elaborate or lengthy as you think is necessary to provide me with enough information to comment on. Ideally, a working bibliography will be attached to it. The paper is expected to be of professional quality and form.

(b) Seminar presentation (20%)
Every participant in the seminar will make a seminar presentation based on a paper-length ethnography chosen from the list provided in the semester outline. (It is also possible for a seminar participant to present an ethnography not on this list, in which case my prior approval is needed.) This exercise has two purposes: it is an efficient way for us all to learn about the range of ethnographic work that has been conducted on topics relating to the seminar; and it is a forum in which seminar participants will be able to practice the presentation skills they will later be expected to have in pedagogical settings as professionals. In evaluating the presentations, I shall pay equal attention to content and form: thus, presentations should be well prepared, clear, and not read, and the judicious use of handouts or other pedagogical aids are strongly encouraged.

(c) General seminar participation (10%)
Please note that the semester is very short; thus a missed seminar meeting subtracts a significant percentage of seminar time.

Readings and breakdown of topics

Gender and its socio-cultural context. Sex vs. gender, gender role vs. gender identity, female vs. male, women vs. men, nature vs. culture, domestic vs. public, and the trouble with dichotomies. The place of gender in society and culture.

* Rubin, Gayle. 1975. The Traffic in Women: Notes on the "Political Economy" of Sex. In *Toward an Anthropology of Women*. Rayna R. Reiter, ed. Pp. 157-210. New York: Monthly Review Press.

* Rosaldo, Michelle Z. 1974. Women, Culture, and Society: A Theoretical Overview. In *Women, Culture, and Society*. Michelle Z. Rosaldo and Louise Lamphere, eds. Pp. 14-42. Stanford, CA: Stanford

University Press.

* Collier, Jane and Michelle Z. Rosaldo. 1981. Politics and Gender in Simple Societies. In *Sexual Meanings: The Cultural Construction of Gender and Sexuality*. Sherry Ortner and Harriet Whitehead, eds. Pp. 275-329. Cambridge: Cambridge University Press.

* Ortner, Sherry. 1991. Reading America: Preliminary Notes on Class and Culture. In *Recapturing Anthropology: Writing in the Present*. Richard G. Fox, ed. Pp. 163-189. Santa Fe, NM: School of American Research Press.

* di Leonardo, Micaela. 1991. Introduction: Gender, Culture, and Political Economy: Feminist Anthropology in Historical Perspective. In *Gender at the Crossroads of Knowledge: Feminist Anthropology in the Postmodern Era*. Micaela di Leonardo, ed. Pp. 1-48. Berkeley, CA: University of California Press.

Language and its socio-cultural context: Language as a commodity.

* Bourdieu, Pierre. 1977. The Economic of Linguistic Exchanges. *Social Science Information* 16:645-668.

* Gal, Susan. 1989. Language and Political Economy. *Annual Review of Anthropology* 18:345-367.

* Irvine, Judith. 1989. When Talk Isn't Cheap: Language and Political Economy. *American Ethnologist* 16:248-267.

Language and gender: Traditional sociolinguistic approaches. Variationism, structure-based "inventory" description, and the "two-culture" model. Critiques of structure-oriented approaches from within sociolinguistics.

* Holmes, Janet. 1986. Functions of you know in women's and men's speech. *Language in Society* 5:1-22.

* O'Barr, William and Bowman K. Atkins. 1980. "Women's Language" or "Powerless Language"? In *Women and Language in Literature and Society*. Sally McConnell-Ginet, Ruth Borker, and Nelly Furman, eds. Pp. 93-110. New York: Praeger.

* Maltz, Daniel and Ruth Borker. 1982. A Cultural Approach to Male-Female Miscommunication. In *Language and Social Identity*. John J. Gumperz, ed. Pp. 196-216. Cambridge: Cambridge University Press.

* McConnell-Ginet, Sally. 1988. Language and Gender. In *Linguistics: The Cambridge Survey*. Frederick J. Newmeyer, ed. Vol. 4, pp. 75-99. Cambridge: Cambridge University Press.

Language and gender: Approaches from ethnography.

* Keenan, Elinor. 1974. Norm-Makers, Norm-Breakers: Use of Speech by Men and Women in a Malagasy Community. In *Explorations in the Ethnography of Speaking*. Richard Bauman and Joel Sherzer, eds. Pp.

125-143. Cambridge: Cambridge University Press.

* Harding, Susan. 1975. Women and Words in a Spanish Village. In *Toward an Anthropology of Women*. Rayna R. Reiter, ed. Pp. 283-308. New York: Monthly Review Press.

* Hill, Jane H. 1987. Women's speech in Modern Mexicano. In *Language, Gender, and Sex in Comparative Perspective*. Susan U. Philips, Susan Steele, and Christine Tanz, eds. Pp. 121-160. Cambridge: Cambridge University Press.

* Brown, Penelope. 1980. How and Why are Women More Polite: Some Evidence From a Mayan Community. In *Women and Language in Literature and Society*. Sally McConnell-Ginet, Ruth Borker, and Nelly Furman, eds. Pp. 111-136. New York: Praeger.

* Kuipers, Joel C. 1990. Talking About Troubles: Gender Differences in Wey wa Ritual Speech Use. In *Power and Difference: Gender in Island Southeast Asia*. Jane M. Atkinson and Shelly Errington, eds. Pp. 153-175. Stanford, CA: Stanford University Press.

* Sherzer, Joel. 1987. A Diversity of Voices: Men's and Women's Speech in Ethnographic Perspective. In *Language, Gender, and Sex in Comparative Perspective*. Susan U. Philips, Susan Steele, and Christine Tanz, eds. Pp. 95-120. Cambridge: Cambridge University Press.

Language and gender: Approaches from political economy.

* Gal, Susan. 1991. Between Speech and Silence: The Problematics of Research on Language and Gender. In *Gender at the Crossroad of Knowledge: Feminist Anthropology in the Postmodern Era*. Micaela di Leonardo, ed. Pp. 175-203. Berkeley, CA: University of California Press.

* Eckert, Penelope and Sally McConnell-Ginet. 1992. *Think Practically and Look Locally: Language and Gender as Community-Based Practice*. Annual Review of Anthropology 21:461-490.

Gender socialization and language socialization.

* Goodwin 1990. [entire monograph]

* Ochs, Elinor. 1992. Indexing Gender. In *Rethinking Context: Language as an Interactive Phenomenon*. Alessandro Duranti and Charles Goodwin, eds. Pp. 335-358. Cambridge: Cambridge University Press.

Gender and emotionality in interactional practices I: Affect as a symbolic commodity.

* Lutz, Catherine A. 1990. Engendered Emotion: Gender, Power, and the Rhetoric of Emotional Control in American Discourse. In *Language and the Politics of Emotion*. Catherine A. Lutz and Lila Abu-Lughod, eds. Pp. 69-91. Cambridge: Cambridge University Press.

- * McElhinny, Bonnie S. 1992. "I Don't Smile Much Anymore": Affect, Gender, and the Discourse of Pittsburgh Police Officers. In *Locating Power: Proceedings of the 1992 Berkeley Conference on Women and Language*. Berkeley, CA: Department of Linguistics, University of California at Berkeley.

- * Briggs, Charles L. 1992. "Since I Am a Woman, I Will Chastize My Relatives:" Gender, Reported Speech, and the (Re)production of Social Relations in Warao Ritual Wailing. *American Ethnologist* 19:337-361.

Gender and emotionality in interactional practices II: Emotionality and the politics of aesthetics.

- * Abu-Lughod 1986. [entire monograph]

Gender and literacy practices: Giving meaning to texts and taking meaning from texts.

- * Rockhill, Kathleen. 1987. Gender, Language, and the Politics of Literacy. *British Journal of Sociology of Education* 8:153-167.

- * Ko, Dorothy Yin-yee. 1989. Teachers of the Inner Chambers. Chapter 2 of *Towards a Social History of Women in Seventeenth-Century China.* Ph.D. Dissertation, Department of History, Stanford University.

- * Radway 1991. [entire monograph]

Sexism in language: Authority and semiotics.

- * Graddol, David and Joan Swann. 1989. Language, Communication, and Consciousness. Chapter 6 (pp. 135-173) of *Gender Voices*. Oxford: Basil Blackwell.

Conclusion.

LANGUAGE, GENDER AND POWER

ENGL 477/577	JANET BING,
Department of English	JMB100f@ODUVM.BITNET
Old Dominion University	
Norfolk, VA 23529	

Remarks: I have taught this course for the past 5 years using a number of different textbooks. Since this is an interdisciplinary course rather than a linguistics course, and since most of the students come from the Interdisciplinary Studies Program, I'm trying to develop the coursepak into a textbook with an emphasis on different approaches to knowledge. (June 3, 1993)

Janet Bing

Textbooks:

Coursepaks available from Copytron on Hampton Ave.
(Table of contents at end of syllabus.)

Elgin, Suzette. Native Tongue. New York:DAW, 1984. (NT)
Faludi, Susan. Backlash. New York: Crown, 1991.
Thorne, Barrie et al. (eds.) Language, Gender, and Society. (LGS) Rowley, MA: Newbury House, 1983.

Course objectives: Participants in this course will investigate how language reflects the changing roles of women and men in contemporary society. Students will practice examining, clarifying, and expressing their ideas and assumptions about language and the roles of men and women. The following questions will be central in this course:

1. How does language reveal and perpetuate attitudes?
2. What kinds of power are there, and what role does language play in empowerment or marginalization?

COURSE REQUIREMENTS:

Readings: In addition to the readings assigned below, there may be a few additional readings given out in class. If students want additional discussion of readings or additional help in interpreting the more scholarly readings, it is their responsibility to request this. Otherwise, the assumption is that students have read and understood the material and will come to class ready to discuss it.

Journals: Each student will be required to keep a journal which will be handed in and returned for each class. Please date and number each entry. The entire journal will be handed in for a grade at midterm and at the end of the course. The journal should minimally include a brief summary of and reaction to some of the readings and class or small group discussions (including things you wish you had said). Additionally, students may wish to add reactions to appropriate events, experiences, stories, and articles from other sources. Journals will be graded on thoughtfulness and quality of writing, and should be typed (or in very legible handwriting). At the beginning or end of class, place journal entry on desk and remove the last week's entry from the alphabetical file. The cumulative journal will graded at midterm and at the end of the course.

Tests and Exams: There will a midterm and a final exam. Some questions on the midterm and final exams will be essay questions (similar to questions on syllabus, unit questions in the coursepak, and discussion questions in class); there will also be objective questions on the readings.

Papers: Graduate students will write a 10-15 page course paper on any subject relevant to gender and language and will be required to make an oral presentation on their research. Undergraduate students will write a 7-10 page paper. If you have any doubt about whether or not your topic is appropriate, please ask.

Participation: Regular attendance is essential; after more than one absence, the participation grade will drop to C and after two to F. The small group discussions will often discuss the questions which will be used on tests, so it is usually helpful to address the questions seriously.

Grading:

midterm	20%
final	25%
term paper	25%
journal	20%
participation	10%

Ground Rules:

One of the goals of this course is to help participants learn to express themselves in writing, in small groups, and in large groups. Students who have difficulty speaking before the whole class are encouraged to explore this issue in their journals.

Late work is accepted, but you cannot be sure of credit or comments on any test or assignment which is not handed in on time. Journal entries will be accepted the following class. Missed tests or exams for a legitimate excuse will not be graded until the end of the course. Late tests and papers will be filed; at the end of the semester the instructor will decide whether to grade them or not. Late tests and papers will not be returned.

Journal entries should be typed and term papers must be.

Tentative schedule.

9/3 Introduction to the field of language and gender; overview of the course. Possible topics for papers. Student interests and expectations.
Small group discussion questions:
1. Why do some people insist on using Ms. but others insist on not using it?
2. Think of the animal (*chick*) and food (*peach*) words used to address and describe men and women. What do these words reveal about attitudes?
3. In what way do forms of address indicate relative status of different people? Do these vary from language to language?
4. What forms of address show respect? What forms can be insulting? How do forms of address vary from situation to situation?
5. How do groups of people become stereotyped? Are the stereotypes often true? How can someone escape being stereotyped?
6. How are black males, black females, jews, homosexuals and older women often stereotyped?

9/10 Read CP (Coursepak) sections I &II (Introduction and Language Reality) and pp. 7-24 in Language, Gender and Society ; also look at pp. 153-342 in

LGS to see range of subjects for paper. Class presentations & discussions: (a) The Sapir-Whorf Hypothesis and (b) metaphor. (c) Discussion questions (small groups, then entire class.)

1. Does Nilsen accept the Sapir-Whorf Hypothesis in her article, "Sexism in English: A 1990's Update"? What is your evidence?
2. What is the purpose of a deliberate language change such as Bing's relabeling of the strong and weak versions of the Sapir-Whorf Hypothesis to the extreme and moderate versions? How is this deliberate change related to the subject of the paper?
3. Apply the metaphors "argument is dance" and "argument is building" to the following situations:
   a. labor union negotiations
   b. arguments between men and women
   c. group discussions
   d. courtroom proceedings
   e. family discussions
4. Businesspeople sometimes use sport team metaphors to talk about cooperative efforts. (See B.L. Harragen (1977) *Games Mother Never Taught You.* New York: Warner Books.) Can you think of other metaphors which encourage cooperation, but use different metaphors?
5. Using the approach from the "Naming of Parts" article, think of all the terms you can find for sexually active women and men. Put them into categories and name the categories. What does this tell you about attitudes towards women's and men's sexuality? (See article by Julia Stanley. Paradigmatic women: The prostitute. In David L. Shores and Carole P. Hines, eds., *Papers in Language Variation*. University of Alabama Press, 1977, pp. 303-21.)

9/17 Come to class with a potential idea for a term project. Read CP III, Power and Solidarity, Backlash, Chapter 1. and LGS 7-21.. a. Lecture: Power and Solidarity. b. Privilege c. Video: Excerpts from *A, My Name is Alice*.

1. What strategies can women use against street remarks and obscene phone calls?
2. How do endearments such as 'Hon' and 'Dear' work as indicators of friendship or status?
3. Why do we have Mother's Day, Father's Day, Secretary's Day, but no CEO Day or Millionaire's Day?
4. Compare and contrast male privilege and white privilege.
5. If Andre is correct about the words *woman* and *lady*, how do you explain the term *cleaning lady*?

9/24 CP III. *Backlash*, Ch. 3 and 11. LGS, pp. 140-150. Education. Film: *Analyzing Teaching: Three Scenes from the Classroom* (N.A.K. Production Associates (301) 565-0355)

10/7 CP IV, *Backlash*, Ch. 2 & 4. Socialization through the media. Film: *Still Killing Us Softly.*

10/14 CP V, *Backlash*, Ch. 5 & 6 Stereotypes. Midterm journals due.

1. Does the essay about Alice Crimmins argue that she was innocent of the charges brought against her? If not, what does it argue?
2. What are the stereotypes in "Putting Away Alice Crimmins"? What would you expect of people fitting these stereotypes?

10/21 Video on sexual harassment. Midterm exam.

10/28 Bibliography for paper due. CP VI, Defined In or Out of Existence. LGS pp. 89-124. *Backlash*, Ch. 7. Conversational interactions.
1. The most effective propaganda has the following elements: frequent repetition, an early age of acquisition, covertness, association with high prestige sources and indirectness. In what ways do dictionaries and books of etiquette qualify as propaganda?

11/4 LGS, pp. 25-53. *Backlash*, Ch 8. Native Tongue, pp. 1-161.
1. Why have attempts to create an "epicene" (gender neutral) pronoun in English failed?
2. What evidence is there that generic nouns and pronouns include or exclude women?

11/11 CP VII, *Backlash*, Ch. 12, finish NT. Video, "Suzette Haden Elgin talks about Native Tongue & the Problem of Woman's Language." Ozark Film and Video Productions, Inc. (501) 751-6631

11/18 CP VIII Institutions. Papers due. Guest speaker.

12/2 CP IX, X: Violence Against Women, From Silence to Eloquence, *Backlash*, Ch. 14.

12/9 CP XI In Our Own Words; Graduate Student Presentations.

12/16 Final Exam

Coursepak, Language, Gender and Power- Table of Contents
(Items with asterisks mark papers with copyright Janet Bing)

I. Introduction
1. *Janet Bing, "Goals of the Course."
2. Sample term paper suggestions
3. Characteristics of a good journal entry.
4. Sample journal entry.
4. Alleen Pace Nilsen, "Sexism in English: A 1990's Update. Copyright Alleen Pace Nilsen (English Dept., Arizona State University, Tempe, AZ 85287-0302)

II. Language, and Reality: the possible effect of language on thought and action.
1. Janet Bing, "Penguins Can't Fly and Women Don't Count: Language and Thought" *Women & Language* XV,2, Fall 1992:pp. 11-14.
2. George Lakoff and Mark Johnson, *Metaphors We Live By* (pp. 3-13).
3. Excerts from June Jordan, "Nobody Mean More to Me Than You and the Future Life of Willie Jordan." *On Call* by June Jordan (1984).
5. Dorothy Lee, "Codifications of Reality" *Psychosomatic Medicine*, 1950, No. 12

II. Power and Solidarity: the distinction between status and rapport
1. Jean Baker Miller, "Domination and Subordination." *Towards a New Psychology of Women*. Beacon Press, 1986.
2. *Judith Andre, "Ladies and Men"

3. *Janet Bing, *Power and Solidarity in Language*
4. Carol Brooks Gardner, Passing By: Street Remarks, Address Rights, and the Urban Female. *Sociological Inquiry* 50:3-4, 1980:328-56.
5. Peggy McIntosh, "White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences Through Work in Women's Studies," *Wellesley College Working Paper* No. 189, 1988. Wellesley College Center for Research on Women, Wellesley, MA 02181.
5. Miller, Patricia, "Letter to the Editor" *South Bend Tribune* March 25, 1976.

III. Education: socialization from early childhood through adulthood.
1. Amy Sheldon, "Kings are Royaler Than Queens": Language and Socialization. *Young Children*. Jan, 1990.
2.* "You Guys Wave Goodbye," by Diana Miller (1987)
3. Myra and David Sadker, Sexism in the Schoolroom of the '80s, *Psychology Today*, March, 1985.
5. *How Schools Shortchange Girls, Executive Summary*. American Association of University Women Educational Foundation, 1992 (To order, call 800-225-9998, ext. 91).
6.* Letter from an instructor in English to the department
7. Unit questions and exercises

IV. Popular Wisdom: socialization through the media
1. Katha Pollitt, *The Smurfette Principle*. New York Times Magazine, April 7, 1991.
2. *John Baird, *College Men's Jokes About Women*, 1991.
3. Regina Barreca, "Bringing Down the House" *Ms* March/April 1992, pp. 76-77.
4. Alan Dershowitz, *It's Come to This: Laws Against Jokes*.
5. Virginia Cooper, "Women in Popular Music: A Quantitative Analysis of Feminine Images over Time. *Sex Roles*, Vol 13, Nos. 9/10, 1985.
6.* Jane Martinson, "Proverbs," 1989
6. Unit questions and exercises

V. Stereotypes: less than human
1. Toi Derricotte, "At an Artist's Colony"
2. Higher Education's Caste System: Injustice Is a Daily Experience. *Chronicle of Higher Education*.
3. Ann Jones, *Putting Away Alice Crimmins. Women Who Kill*. (Holt, Rinehart and Winston. 1980.
4. Pat Parker, For the Straight Folks Who Don't Mind Gays. Movement in Black.
6. Unit questions and exercises

VI. Defined In or Out of Existence
1. *Janet Bing, "Defined In or Out of Existence"
2. Kramarae, Cheris and Paula A. Treichler, eds., "Words on a Feminist Dictionary," *A Feminist Dictionary*. Boston: Pandora Press: 1-22.
3. Selections from *A Feminist Dictionary*, pp. 152-167
4. *Lili Xie, *Women and Language in China*.
5. Donna Gant, "Subject Headings--Equity vs. Access."
6. Unit questions and exercises

VII. The Gatekeepers
1. What White Publishers Won't Print by Zora Neale Hurston, *I Love Myself When I Am Laughing* ed. Alice Walker. CUNY: The Feminist Press, 1979:169-173.
2. Sex, Lies & Advertising by Gloria Steinem, *Ms.* Sept. 24, 1990.pp.
3. Excerpt from Virginia Wolfe, *A Room of One's Own*
4. *Helen Eigenberg, A. Baro, T. Desnoyers, Women and Publication Patterns in Criminal Justice Journals: A Content Analysis, 1991.
4. B.L. Harragan,"The Game Site Is Resplendent with Symbolism" *Games Mother Never Taught You.* New York: Warner Books, 1977:261-281
5. Unit questions and exercises

VIII. Men's Institutions
1. William O'Barr and B.K.Atkins, 'Women's Language' or 'Powerless Language'? *Women and Language in Literature and Society.* S. McConnell-Ginet et al. Praeger, 1980.
2. Mary Jo Meadow, Is God Purple? Rosalie Maggio, *The Nonsexist Word Finder* (Orynx Press, 1987).
3.*Marilyn Seymour, The use of language in the church.
4. God Creates Humankind, An Inclusive Language Lectionary.
5. Brian Wren, "Language, Thought, and Action" *What Language Shall I Borrow*? The Crossroad Publishing Co. 370 Lexington Avenue, New York, NY 10017, 1989, 63-83.
6. Excerpts from *The Holy Bible* (Revised Standard Version)
7. Unit questions and exercises

IX. Violence Against Women
1. *Jaime Johnson, Dear Michael
2. Diana Scully and J. Marolla, "Convicted Rapists' Vocabulary of Motive: Excuses and Justifications," *Social Problems*, Vol 31,5, June 1984.
3. *Denise Moyer, Entry from a journal.
4. *Tricia Maher, The language used during a violent attack
5. *Michael Cotter, *Altered Space.*
6. *Denise Moyer, *Violence Against Women: The Vocabulary of Ownership.*
5. Unit questions and exercises

X. From Silence to Eloquence
1. Dale Spender, Constructing Women's Silence, *Man Made Woman*, pp. 52-75. London: Routledge & Kegan Paul, 1980.
2. Maxine Hong Kingston, No Name Women, *The Woman Warrior: Memoirs of a Girlhood Among Ghosts*, Vintage Books, 1977:3-19.
3. Gong Zhebing, A Language of Their Own, Women of China, Jan. 1987.

XI. In Our Own Words
1. * Denise Moyer, Muted Women and Regained Voices
2. *Pat Carlo, Gender Awareness in the Writings of Adrienne Rich
3 *Ethel Hellman, It Belongs to the Women, Usurpation of Power and Menstrual Euphemism.
4. Marge Piercy, Unlearning Not to Speak
5. Jenny Yamato, " Something about the subject Makes It Hard to Name, *Changing Our Power: An Introduction to Woman's Studies* ed. Jo Whitehorse Cochron et al, Kendall/Hunt, 1987.
6. Unit questions and exercises

B.A.2: LANGUAGE AND GENDER (FREE COURSE)

Course Outline: full two-term course

Title: Language and Gender

Lecturer: Sue Blackwell

Level: BA 2nd year

Rationale:

Discussion of feminist concern with language in the popular press has tended to focus on (and ridicule) the apparently tokenistic and cosmetic efforts of the "politically correct". This course will seek to identify the issues involved and to locate them in a historical perspective which includes academic and non-academic analyses arising from reactionary, feminist, Marxist and other ideological viewpoints.

Description:

No prior knowledge of sociolinguistics or political philosophy is assumed.

The course will cover the way in which the study of language in relation to sex has shifted over the last few decades, from suggestions that women in some societies spoke different languages from men to equally startling claims by feminists, such as Spender's assertion that women inevitably occupy "negative semantic space." We will be examining some of these theories in detail, and students will be encouraged to criticise them and put forward their own findings and ideas.

The emphasis throughout this course will be on informed debate, not orthodoxy! Male as well as female students are positively invited to participate.

Objectives:

By the end of the course students should have acquired an understanding of the many complex currents which have contributed to the debates over language and gender. They should be aware that the issues include not only variation in language according to sex, but also the names given to women, the terms in which women are described and the standards by which women's language is evaluated. They will have conducted their own research and will have developed their skills in the presentation of seminar material.

Assessment

First term: one 3,000 word essay to be completed over the Xmas vacation. Second term: a seminar paper to be researched during Spring Reading Week, presented and discussed in the second half of the term and written up over Easter. Only the written-up version will be formally assessed.

Reading:

See attached reading list.

B.A. 2: LANGUAGE AND GENDER (FREE COURSE)

Teaching Plan for full two-term course

Term 1

Week 1

Introduction to course. Early sociolinguistic/anthropological work: "women's languages" etc.

Week 2

Early feminist work: Miller and Swift on changing sexist language. Handbooks, institutional guidelines, etc. "Political correctness".

Week 3

A case study: the University of Birmingham's Language Guidelines. Who knows about them? Who practices them?

Week 4

More early feminist work: Robin Lakoff. Why "pairs" like master/mistress aren't equal.

Week 5

The politics of women's names. Phyllis Trible's feminist analysis of Genesis: naming is the second sin. Naming of property and slaves. Alternatives to patriarchal naming conventions, from various cultures and feminist strategies.

Week 6 - Reading Week

Week 7

Radical feminist critiques of the reformist strategies examined so far. Dale Spender: women occupy "negative semantic space."

Week 8

Grammatical gender: does it have anything to do with sex? If not, why do most Europeans think it has?

Week 9

Acquiring "gendered consciousness" - Lacan, Luce Irigaray etc. Differences between male and female children in language acquisition.

Week 10

Patriarchy and prescriptivism in language and linguistics. Who writes the dictionaries, grammar books and syllabuses?

Week 11

Another perspective: a Marxist analysis of language, gender and class.

Term 2

Week 1

Variation I: lexis, syntax, pronoun usage.

Week 2

Variation II: women's discourse, women's silence.

Week 3

The politics of variation: why study it? Should women be studied as a speech community?

Week 4

Workshop on research methodology: students plan their seminar papers.

Week 5 - Reading Week

Students carry out research for their seminar papers.

Week 6

Feedback from research exercise. Is there such a thing as a theory-neutral methodology? What problems did students encounter in planning their research, obtaining data, observing language in use?

Week 7

Presentation and discussion of seminar papers.

Week 8

Presentation and discussion of seminar papers.

Week 9

Presentation and discussion of seminar papers.

Week 10

Overview: ways of theorising language and gender. Reformist and radical feminist theories; a Marxist theory. Is women's speech a sign of oppression or a sign of struggle? What conclusions have students drawn from their own research? Where do we go from here?

B.A. 2: LANGUAGE AND GENDER (FREE COURSE)

Reading List for full two-term course

Essential Reading:

Deborah Cameron, Feminism and Linguistic Theory, 2nd edition, Macmillan, 1991

Recommended Reading

Jennifer Coates, Women, Men and Language, Longman, 1988.

Jennifer Coates and Deborah Cameron (ed.s), Women in their Speech Communities: New Perspectives on Language and Sex, Longman, 1989.

Norman Fairclough, Language and Power, Longman, 1989.

David Graddol and Joan Swann, Gender Voices, Basil Blackwell, 1989.

Cheris Kramarae, The Voices and Words of Women and Men, Pergamon Press, 1980.

Robin Lakoff, Language and Woman's Place, Harper & Row, 1975. (out of print!)

Casey Miller and Kate Swift, Words and Women: New Language in New Times, Penguin, 1976 (probably out of print!)

Bob Powell, Boys, Girls and Languages in School, CILT, 1986.

Dale Spender, Man Made Language, Routledge & Kegan Paul, 1980.

Deborah Tannen, You Just Don't Understand, Morrow, 1990.

Peter Trudgill, "Sex, Covert Prestige and Linguistic Change in the Urban British English of Norwich", in Language in Society 1.

Sue Blackwell
March 1993

Comments:

At the time of my appointment, September 1992, I was asked to design a two-term course in Language and Gender to run as a Free Course in the second year of the B.A. in English. The course is available to both Single and Combined Honours students, and is optional. I have yet to see how many takers it attracts: since it is a "free" rather than a "core" course, if it doesn't reach a minimum quota (something like 5-6 students) it won't run, but I hope there's no danger of that.

My original course proposal met with various criticisms, some reasonable (overlap with existing courses) and some less so ("you won't have enough material for a two-term course" etc.), and so the syllabus has gone through several stages of refinement.

What has now been agreed by the English Language section of the School, subject to ratification by the School Committee (which includes the Literature staff as well as Language), is that in the academic year 1993-4 I will run a one-term pilot course as part of the existing course in Language and Ideology. The person who normally teaches Lang. & Id. will be on study leave for one term, so my course will replace what he would normally be doing. In the following academic year, if the "pilot" has run successfully, Language and Ideology will revert to its normal two-term format (including a couple of weeks on Gender), and the full two-term version of my Language and Gender course will run alongside it as another second-year option. I am therefore providing you with details of both the full and the pilot courses, but please bear in mind that the pilot course is just that, and will only run once.

Sue Blackwell
Lecturer in Modern English Language
School of English,
University of Birmingham,
Edgbaston,
BIRMINGHAM B15 2TT
U.K.

e-mail:
BLACKWELLSA@uk.ac.bham

English 300, Language and Gender
Spring 1993
Rebecca Burns-Hoffman

Office: MB 319C
Hours: Wed. 2-4
phone: 284-2182

Goals

The goals of this course are to introduce students to a wide range of linguistic analyses of language used by and used about women and men and to examine models of explanation for gender differences. Furthermore, students will be guided through the independent research process of data collection (recording and transcribing language in use) and linguistic analysis in the writing of their term papers.

Format and Evaluation

The format of the course for the first eight weeks is assigned readings, lectures, and discussion with four short exams over this material. The remaining four weeks will be devoted to "workshop" sessions in which students will analyze their transcripts, discuss their findings, and prepare their final written reports. The four exams are weighted once; the final project is weighted twice. The grading scale used is 93-100=A, 85-92=B, 77-84=C, 69-76=D.

Audience/Prerequisites

The linguistic aspects of gender differences explored in this course are relevant for students of anthropology, sociology, psychology, education, English, communications, and journalism. No courses are prerequisite.

Required Text:
Graddol and Swann. 1989. *Gender Voices*. Blackwell (214 pp).

Recommended Text:
Coulthard. 1977. *An Introduction to Discourse Analysis*. Longman (195 pp).

Required Readings:
Cooper. 1984. "The avoidance of androcentricgenerics." *International Journal of the Sociology of Language*, Vol. 50, pp. 5-20.

Mueller and Hassan. 1991. "Gender marking in Spanish: linguistic versus sociological determinants of feminine form in words for humans." Conference on Pragmatics and Language Learning, Univ. of Illinois, Urbana.

Philips and Reynolds. 1987. "Variable syntax and discourse structure in women's and men's speech." In volume edited by Philips, Steele, and Tanz, pp. 71-94.

Scherzer. 1987. "A diversity of voices: men's and women's speech in ethnographic perspective." In volume edited by Philips, Steele, and Tanz, pp. 95-120.

Books on Reserve:
Baron. 1986. *Grammar and Gender*.

Cameron. 1985. *Feminism and Linguistic Theory*

Cameron. 1990. *The Feminist Critique of Language: A Reader*.

Coates and Cameron, eds. 1988. *Women in Their Speech Communities: New Perspectives on Language and Sex.*

Coates. 1986. *Women, Men, and Language: A Sociolinguistic Account of Sex Differences in Language.*

Graddol and Swann. 1989. *Gender Voices.*

Key. 1975. Male/Female Language. (includes extensive bibliography)

Kramarae. 1981. *Women and Men Speaking: Frameworks for Analysis.*

McConnell-Ginet, Borker, Furman, eds. 1980. *Women and Language in Literature and Society.*

Poynton, Cate. 1989. *Language and Gender: Making the Difference.*

Spender. 1985. *Man Made Language.*

Thorne, Kramarae, Henley, eds. *Language, Gender, and Society.* (extensive bibliography)

SYLLABUS

Weeks 1 & 2

Chapter 1 (pp. 1-11) (All chapters refer to Graddol & Swann)
- Rapid success of the study of language and gender, theoretical advances, activism
- Nature of language, introduction to psycholinguistics and sociolinguistics

Chapter 2 (pp. 12-40)
- physiological aspects of voice: pitch, timbre, volume, intonation
- social perceptions of voice
- voice and personal identity

Exam on Friday, Jan 29

Weeks 3 and 4

Chapter 3 (pp. 41-68)
- early anthropological studies of gender based grammars
- men and women's language in social stratification studies
- critiques of the sociolinguistic paradigm; alternative accounts of differences

Paper by Philips and Reynolds
- language in the courtroom
- interaction between morphology and discourse (cohesion)

Paper by Scherzer
- ethnographic methodology, Cuna Indians
- non-universality of dominance model of explanation for gender differences in language use

Exam on Friday, Feb 12

Week 5

Chapter 4 (pp.69-94)

-conversation analysis: speaking vs. silence, interruptions, supporting roles, directives, the language of uncertainty, topic maintenance/topic shift

Week 6
Chapter 5 (pp. 95-134)
-documenting sexism in language
-naming practices, titles, marked/unmarked forms, "generic he," lexical gaps, historical processes of pejoration/amelioration of gender references
Paper by Mueller and Hassan
-grammatical gender, occupational terms
-determinants of marking by children and adults in Spanish
Exam on Friday, Feb 26

Week 7
Chapter 7 (pp. 174-195)
-language intervention and change
-case studies of intervention and change
-Guidelines for Nonsexist Language Usage
Paper by Cooper
measuring change in written usage

Week 8
Chapter 6 (pp. 135-173)
-how ways of speaking acquire social meaning
-roles of individuals, institutions, processes of socialization
-models of explanation for gender differences: structure and agency model linguistic determinism model (Whorfian hypothesis)
-discourse model of social reality
Exam on Friday, March 12

Weeks 9-15 Research Project

-Record speech sample of language in use: permission, numbers of participants, gender of and relationship between participants, settings, language, representativeness.

-Transcribe five minutes of the data: transcription conventions for turn-taking, intonation, phonetic notation,pause-timing

-Analyze the transcript: compare the volubility of male and female participants, describe the turn-taking conventions, topic control and topic maintenance, interruptions, lexical choices, morphological and syntactic devices of participants, and describe any contrasting phonetic and phonological features of participants relevant to gender differences.

-Summarize each analysis (in writing). With feedback and suggestions from the instructor and the class, select one analysis to be more fully expanded for the final paper.

Final Exam Friday, May 7 8-10:30 AM Attendance Mandatory

Final papers will be presented during the time scheduled for the final exam. A compilation of all satisfactory papers from this course will be bound (with each student's permission) for the Women's Studies reading room.

1991 Linguistic Institute
Course 208 - Gender and Language Use
Penelope Eckert and Sally McConnell-Ginet

This course will explore an approach to gender and language use that emphasizes the grounding in social practice of both. We will examine some of the basic theoretical notions available for thinking about language and about gender in social as well as psychological terms, drawing out our analytical tools not only from linguistics but also from recent theorizing about cognition, about society, and about gender. Our aim will be to integrate social and cognitive approaches to the interaction of language and gender and of language and society in general. Not only gender and lingustic conventions but most beliefs, knowledge, values and desires, we propose, emerge in and are transformed by people collectively engaged in practices that constitute them as members of a common community of practice. Stereotypes and biases about the sexes, heterosexist privilege and homophobia, standard and vernacular norms (and other ethnic and class-based norms for speaking and doing), epistemic authority, readily available presuppositions and metaphors: communities of practice are the locus of the activities that produce, reproduce, and sometimes challenge or transform such sociocultural and psychological phenomena. From this perspective we will discuss earlier research and theorizing about the significance of gender as social practice. We will close by looking at our own linguistic profession as a community of practice and thinking about how to improve the status of women in linguistics (in all areas) and how to involve talented linguists of both sexes in language-gender research.

Readings: The coursepack includes all the assigned readings, and will be available on reserve. The optional readings are also on reserve and can be ordered by the numbers following the titles on the syllabus.

Written work: Those registered for a grade will develop speculative papers or research proposals that reflect this course's approach to gender and language use. You are encouraged to work on joint projects in groups of up to four people. We will organize groups and topics during the first week of the course. Final projects will be due on July 29.

Office hours: Our (shared) office is 236 Kresge, phone 459-3532. We will hold joint office hours there on Monday 4:00-5:30. To make appointments for other times, use e-mail, or leave information on how to contact you. Our e-mail addresses are mcginet@ling.ucsc.edu and eckert@ling.ucsc.edu (also copy to Penny_Eckert@irl.com).

COURSE SCHEDULE

Monday, July 8: **Introduction**
Linguistics and the individual/social distinction
Communities of practice
Overview of course

Reading

Bourdieu, P. (1977). The economics of linguistic exchanges. Social science information 16(6): 645-668.

Gal, S. (1990). Between speech and silence: the problematics of research on language and gender. In M. DiLeonardo ed., Toward a new anthropology of gender. Berkeley: University of California Press.

McConnell-Ginet, S. (1988). Language and gender. In F. J. Newmeyer ed., Linguistics : The Cambridge survey 4. Cambridge: Cambridge University Press, 75-99.

Optional Reading:

Wenger, E. (1990). Toward a theory of cultural transparency. Palo Alto: Institute for Research on Learning, Chapter 7. [23].

Thursday, July 11: Language and Gender as Social Practice
Theoretical constructs for studying language, society and action
- social categories
- social networks
- speech communities
- linguistic marketplaces
- speech acts
- interaction strategies

Gender Theory
- power/hierarchy: Stratification and status
- polarization: "roles" and domain
- desire/affection/aversion

Reading

Connell, R. W. (1987). Gender and power. Stanford, CA: Stanford University Press, Chapter 4.

Goffman, E. (1977). The arrangement between the sexes. Theory and society 4: 301-332.

Scales-Trent, J. (1990). Commonalities: on being black and white: different and the same. Yale J. of Law and Feminism 2(2): 305-327.

Optional Reading

Bordo, S. (1990). Feminism , postmodernism, and genderscepticism. In L.J. Hicholson ed., Feminism/postmodernism. New York and London: Routledge, 133-156. [1]

Flax, J. (1990). Postmodernism and gender relations in feminist theory. In L.J. Hicholson ed., Feminism/postmodernism. New York and London: Routledge, 39-62. [7]

Green, G.M. (1989). Pragmatics and natural language understanding. Hillsdale, NJ: Lawrence Erlbaum associates, Chapters 1,4,5. [10]

Gumperz, J.J. and J. Cook-Gumperz. (1982). Introduction: language and the communication of social identity. In J.J. Gumperz ed., Language and social identity. Cambridge: Cambridge University Press, 1-21. [11]

Milroy, L. (1980). Language and Social Networks. Oxford: Blackwell, Chapter 1. [18]

Rosaldo, M.Z. (1980). The use and abuse of anthropology: reflections on feminism and cross-cultural understanding. Signs 5(3): 389-417. [22]

Levinson, S. (1983). Pragmatics. Cambridge: Cambridge University Press, Chapter 6. [17]

Monday, July 15: **Constructing Meaning, Knowledge, and Values in Communities of Practice**

Learning and legitimate peripheral participation

The relation between knowing and genderized trajectories of community participation.

Differentiation within and between communities of rights (and inclination) to define rather than (simply) understand, to make rather than (simply) consume knowledge, to evaluate rather than (simply) enforce established values. "standard" language, "vernacular," "propriety," interpretive and epistemic authority.

Reading

Brown, P. (1990). Gender, politeness, and confrontation in Tenejapa. Discourse processes 13(1): 123-141.

Goodwin, M.H. (1990). Tactical uses of stories: participation frameworks within girls' and boys' disputes. Discourse processes 13(1): 33-72.

Maltz, D.N. and R.A. Borker. (1982). A cultural approach to male-female miscommunication. In J.J. Gumperz ed., Language and social identity. Cambridge: Cambridge University Press, 196-216.

Thorne, B. (1990). Children and gender: constructions of difference. In Rhode, ed., Theoretical perspectives on sexual difference. New Haven: Yale University Press.

Optional Reading

Harding, S. (1975). Women and words in a Spanish village. In R.R. Reiter ed., Toward and anthropology of women. New York: Monthly Review Press, 283-308. [12]

Ochs, E. (In press). Indexing gender. In A. Duranti and C. Goodwin ed., Rethinking context. Cambridge: Cambridge University Press. [20]

Thursday, July 18: **Variation and Gender**

Categorization, continua and oppositions

The construction of social meaning

Global and local explanation

Reading

Eckert, P. (1989). The whole woman: Sex and gender differences in variation. Language variation and change 1: 245-267.

Labov, W. (1990). The intersection of sex and social class in the course of linguistic change. Language variation and change 2(2): 205-251.

Optional Reading

Cameron, D. and J. Coates. (1987). Some problems in the sociolinguistic explanation of sex differences. In J. Coates and D. Cameron eds., Women in their speech communities. London and New York: Longman, 13-26. [2]

Deuchar, M. (1987). A pragmatic account of women's use of standard speech. In J. Coates and D. Cameron ed., Women in their speech communities. London and New York: Longman, 27-32. [4]

Nichols, P.C. (1983). Linguistic options and choices for black women in the rural south. In B. Thorne, C. Kramerae and N. Henley eds., Language, gender and society. Rowley, MA: Newbury House, 54-68. [19]

Monday, July 22: **Semantics/Pragmatics: Meaning and Interpreting**

Presupposition
Metaphor
Indirection
Semantic change/conflict
Sexist language reform
Expressing distinctive perspectives

Reading

McConnell-Ginet, S. (1989). The sexual (re)production of meaning: a discourse-based theory. In F.W. Frank and P.A. Treichler eds., language , gender and professional writing: theoretical approaches and guidelines for nonsexist usage. New York: MLA, 35-50.

Michell, G. (1990). Women and lying: a pragmatic and semantic analysis of 'telling it slant'. in A.Y. al-Hibri and M.A. Simons eds., Hypatia reborn: essays in feminist philosophy. Bloomington, IN: Indiana University Press, 175-191.

Treichler, P.A. (1989). From discourse to dictionary: how sexist meanings are authorized. In F.W. Frank and P.A. Treichler eds., Language, gender and professional writing: theoretical approaches and guidelines for nonsexist usage. New York: MLA, 51-79.

Optional Reading

Graddol, D. and J. Swann. (1989). Gender voices. Oxford: Basil Blackwell, Chapter 6. [9]

Penelope, J. (1990). Speaking freely: unlearning the lies of the father's tongues. New York: Pergamon Press, Chapter 11. [21]

Winant, T.R. (1990). How ordinary (sexist) discourse resists radical (feminist) critique. in A.Y. al-Hibri and M.A. Simons ed., Hypatia reborn: essays in feminist philosophy. Bloomington, IN: Indiana University Press, 54-69. [24]

Thursday, July 25: **Intonation, Bilingualism**

Intonation
  Multiple functions
  Expressivity/control
  Iconicity and social symbolism

Reading

McConnell-Ginet, S. (1983). Intonation in a man's world. In B. Thorne, C. Kramerae and N. Henley eds., Language, gender and society. Rowley: Newbury House, 69-88.

McLemore, C. (forthcoming). The interpretation of L*H in English. In C. McLemore ed., Linguistic Forum 32. Austin: University of Texas Department of Linguistics and the Center for Cognitive Science.

Optional Reading

Graddol, D. and J. Swann. (1989). Gender voices. Oxford: Basil Blackwell, Chapter 2. [8]

Bilingualism
  Domains/activities/access
  Bilingual practice
  stability and change

Reading

Gal, S. (1978). Peasant men can't get wives: language change and sex roles in a bilingual community. Language in society 7: 1-16.

Optional Reading

Hill, J.H. (1987). Women's speech in modern Mexicano. In S.U. Philips, S. Steele and C. Tanz eds., Language, gender, and sex in comparative perspective. Cambridge: Cambridge University Press, 50-70. [13]

Zentella, A.C. (1987). Language and female identity in the Puerto Rican community. In J. Penfield ed., Women and language in transition. Albany: SUNY Press, 167-179. [25]

Monday, July 29: **Conversational Interaction**

We will try to orchestrate this session more as a discussion than a lecture, drawing on participant's reading, observation and thinking about gender and conversational interaction.

Reading

Cameron, D., F. McAlinden and K. O'Leary. (1988). Lakoff in context: the social and linguistic function of tag questions. In J. Coates and D. Cameron ed., Women in their speech communities: New perspectives on language and sex. London and New York: Longman, 74-93.

Goodwin, M.H. and C. Goodwin. (1987). Children's arguing. In S.U. Philips, S. Steele and C. Tanz eds., Language, gender and sex in comparative perspective. Cambridge: Cambridge University Press, 200-248.

Tannen, D. (1989). Interpreting interruption in conversation. Papers from the 25th annual meeting of the Chicago Linguistics Society. Part 2: Parasession on language and context, 266-287.

Optional Reading

Coates, J. (1988). Gossip revisited: language in all-female groups. In J. Coates and D. Cameron eds., Women in their speech communities: new perspectives on language and sex. London and New York: Longman, 94-122. [3]

Eckert, P. (1990). Cooperative competition in adolescent girl talk. Discourse processes 13: 92-122. [5]

Edelsky, C. (1981). Who's got the floor? Language in society 10: 383-421. [6]

James, D. and S. Clarke. (forthcoming). Women, men and interruptions; a critical review. In D. Tannen ed., Gender and conversational interaction. [14]

James, D. and J. Drakich. (forthcoming). Understanding gender differences in amount of talk: a critical review of research. [15]

Keenan, E. (1974). Norm-makers, norm-breakers: uses of speech by men and women in a Malagasy community. In R. Bauman and J. Sherzer eds., Explorations in the ethnography of speaking. Cambridge: Cambridge University Press, 125-143. [16]

Thursday, August 1: **Linguistics and its Communities of Practice: Prospects for Women and for Gender Studies in Linguistics.**

Membership in the field
- verbal style/demeanor
- networks
- mentors/colleagues
- identity/learning, and the negotiation of knowledge

Constructing linguistics as a discipline
- genderizing science
- theory/description
- mathematics and formalism/imaginative "leading ideas"
- cross-disciplinary nature of gender/language research

Reading

Eckert, P. (1990). Personal and professional networks. In A. Davison and P. Eckert ed., The Cornell lectures: women in the linguistics profession. Washington DC: Committee on the Status of Women of the Lingistic Society of America, 142-154.

Fox Keller, E. (1990). The gender/science system: or is sex to gender as nature is to science? In N. Tuana ed., Feminism and science. Bloomington IN: Indiana University Press, 33-44.

Longino, H. (1990). Can there be a feminist science? In N. Tuana ed., Feminism and science. Bloomington IN: Indiana University Press, 45-57.

Moulton, J. (1983). The adversary paradigm in philosophy. In S. Harding and M.B. Hintikka eds., Discovering reality. Boston and Dordrecht: D. Reidel.

French 206/Spring 1993 Professor Fleischman
French Department
UC Berkeley

SEXUAL DIFFERENCE, GENDER, AND THE FRENCH LANGUAGE

Course meets: Tu 3-6, 223 Wheeler
Instructor: Suzanne Fleischman
Office: 4213 Dwinelle, Phone: 642-2184; 642-2712 (dept. office)
Office hours: T, Th 2-3

Course description: Sexual difference, gender theorists tell us, is an opposition that profoundly influences our experience and perception of the world. It is necessarily related to the semantic/concpetual categories 'male' and 'female', whence to the grammatical categories 'masculine' and 'feminine' on which the gender systems of many language are based, though the nature of the relationship is still controversial. In fact, the nature of the relationship between language and the extralinguistic world in general, or between language and society, has been a subject of longstanding debate: some insist that language simply reflects the society and culture of its speakers--a view we will refer to as *language as symptom;* others[1] see the relationship as being the other way around, i.e., language determines, shapes, or at least influences society and our perception of the extra-linguistic world--a view we will refer to as *language-as-cause*. With respect to the complex of issues involving language, gender, and sexual difference, the language-as-symptom position sees language as a passive **reflector** of gender divisions operative in society, while the language-as-cause position credits language with a more active role in **creating** gender divisions and, accordingly, in being able to remedy gender-related inequalities.

The emphasis in contemporary culture on sexual difference and gender-related issues raises particular problems for a language like French that marks gender fairly extensively throughout its grammar and lexicon, much more so than does English. Though there is no necessary correlation between *gender*, as a grammatical category and *sexism in language*, for a variety of reasons, cultural as well as linguistic, it has been difficult for French, particularly in France (in contrast to francophone communities outside the Hexagon), to comfortably institute nonsexist usage.

This seminar will explore a range of cultural and linguistic issues involving sexual difference, gender, and the French language.

Workload: weekly reading and discussion; oral presentation of individual research topic; term paper. Your grade will be based on your term paper (50%), oral presentation (25%), and participation in class discussion (25%).

---

[1] The category of others houses such 'strange bedpartners' as Whorfians, post-structuralists, and--with regard to gender issues--feminists.

Term papers due by Friday, May 14, 5:00 p.m. in my mailbox.

Course materials:

Required texts:

YAGUELLO, Marina. 1978. *Les mots et les femmes: Essai d'approche socio-linguistique de la condition féminine.* Paris: Payot. 1978.

GRADDOL, David & Joan SWANN. 1989. *Gender Voices.* Oxford & New York: Blackwell.

Course READER (purchase at Copy Central, Bancroft Way)--contains the course bibliography, required and optional readings, tables of contents of major collections of essays on language and gender.

Optional texts:

LAKOFF, Robin. 1975. *Language and Woman's Place.* New York: Harper & Row.

KING, Ruth, ed. 1991. *Talking Gender. A Guide to Non-Sexist Communication.* Toronto: Copp Clark Pittman Ltd.

Structure of the seminar: The seminar will be organized in two parts: The first part will consist of general readings to be done by the entire class and discussed in seminar meetings. These readings will provide an overview of the major issues that have been of concern to gender-oriented linguists and language-sensitive feminists in recent years, both in general and specifically with regard to French.[2] During this time you will also begin researching your individual projects. The second part of the seminar will be devoted to oral presentations of your research, consisting of (a) an outline of the scope, objectives, and organization of your project and (b) your findings (to date). The other members of the seminar will be asked to provide you with feedback.[3] The results of your research will be written up in a formal term paper. The last meeting of the seminar (May 11) will once again be communal in focus: in addition to a 'wrap-up' of the issues we have covered, we will address ourselves to a topic of central concern to all of us: women's relationship to academic discourse/scientific writing.

---

[2] Optional readings are just that: your individual interests and level of familiarity with particular topics should guide you as to how much or how little to do.

[3] For certain topics there will be a relevant item in the Reader which other members of the class may wish to read in preparation for the report.

A definitive syllabus/schedule for the course will be distributed at the second class meeting (Feb. 2). **Please turn in to my mailbox by noon Friday, Jan. 29, a list of 3 choices for your research project.**

Assignment for next week (Feb. 2)

Read: Graddol & Swann: Introduction, Chap. 1
Yaguello, Introduction, Chaps. 1-2
Reader: "Genre et sexe" (M. Yaguello)
Recommended: "Grammar and Gender" (Reader)--material on the history of gender in English entirely optional

SYLLABUS

N.b. Reading assignments for a given week are listed under that week. For each week of communal reading, you should come to class prepared with at least 3 questions/comments related to the readings. These should be written out to be turned in, but will not be graded.

WEEK	DATE	TOPIC
1	1/26	Goals and organization of the course Presentation of course materials Brief description of research projects No assignment
2	2/2	Language, Gender, and Sexual Difference: Introduction Read: Graddol & Swann: Introduction, Chap. 1; Yaguello, Introduction, Part I, Chaps. 1-2; Reader: "Genre et sexe" (M. Yaguello) Optional: Reader: "Grammar and Gender" (D. Baron); "Préciosité" (Brunot) ==> Research-presentation schedule will be set up.
3	2/9	Gender as a Category of (Universal and French) Grammar: an 'empty' or a semantically meaningful category? Read: Yaguello, Part II, Chap. 1; Reader: 4 items in §2 (Violi, Arrivé, Valdman, Corbett)
4	2/16	Men's Language and Women's Language Read: Yaguello, Part I, Chap. 3; Graddol & Swann, Chaps. 3-4; Reader: "Women" (Jespersen). Optional: Reader: "Le sexe du locuteur est-il un facteur de variation linguistique?" (Pillon); Graddol & Swann, Chap. 2; Lakoff, Part I, Chaps 1-2 and Part II.
5	2/23	The Representation of (Men and) Women in Language --semantic derrogation of women --the markedness of 'feminine' --the 'generic masculine' Read: Graddol & Swann, Chap. 5; Yaguello, Part I, Chap. 5. Optional: King, Chaps. 2-3.

6	3/2	Semantic Asymmetries in Reference and Address Read: Yaguello, Part II, Chaps. 3,4,6. Optional: Lakoff, Part I, Chap. 3; King, Chap. 4.
7	3/9	Feminizing the French Language: Agentives and the Problem of Job Titles Read: Yaguello, Part II, Chap. 2; Reader: items in §5. Optional: King, Chaps. 5, 7.
8	3/16	Language Policy/Policing Language: Can we change society by changing language? Read: Graddol & Swann, Chap. 6; Yaguello, Part II, Chap. 7; Reader (§II): "Langage et sexisme" (Moreau) Optional: Lakoff, Part I, Chap. 4; King, Chaps. 1, 8-9; Graddol & Swann, Chap. 7.
		Spring Break
9	3/30	Research Presentations: Read: Yaguello, Chap. 5.
10	4/6	Research Presentations:
11	4/13	Research Presentations:
12	4/20	Research Presentations:
13	4/27	Research Presentations:
14	5/4	Research Presentations:
15	5/11	Women's relationship to professional (men's) language (academic/scientific discourse) Read: Yaguello, Part I, Chap. 4; Reader: "What Feminists have Wrought" (two essays from *Lingua Franca*), Irigaray, "Le sujet de la science est-il sexué?"

French 206/Spring 1993
Professor Fleischman

SEX, GENDER, AND THE FRENCH LANGUAGE

Table of Contents for Course Reader

I. Course Bibliography

II. On Gender and Sexual Difference in Language

-- "Grammar and Gender" (Chap. 6 of Dennis Baron, *Grammar and Gender*. New Haven: Yale UP, 1986)
-- "Genre et sexe." (Preface to Marina Yaguello, *Le sexe des mots*. Paris: Belfond, 1989)
-- "Langage et sexisme" (Preface to the *Dictionnaire féminin-masculin des professions, des titres et des fonctions*, ed. Thérèse Moreau. Geneva: Metropolis, 1991)

III. On (Grammatical) Gender

--"Les origines du genre grammatical" (Patrizia Violi; from *Langages*, 85, March 1987)
--"De quelques oscilliations des théories du genre dans l'histoire récente de la linguistique." (Michel Arrivé: from *Genre et langage*, 1989)
-- "Gender and Number" (Chap. 13 of Albert Valdman, *Introduction to French Phonology and Morphology*. Rowley, MA: Newbury House, 1976)
-- Gender in French (§3.2.5 of Greville Corbett, *Gender*. Cambridge Textbooks in Linguistics. Cambridge: CUP, 1991)

IV. On "Womens' Language"

-- "Women." (Chap. 13 of Otto Jespersen, *Language, its Nature, Development, and Origin*. London: Allen & Unwin/New York: Holt, 1922; Repr. in Cameron, ed. 1990)
-- "Le sexe du locuteur est-il un facteur de variation linguistique? Revue critique." (Agnesa Pillon; form *La Linguistique*, 23,1 (1977), 35-48).

V. On Feminizing the French Language (with particular reference to professional/job titles)

-- Stehli, Walter. "La formation du féminin en français moderne." (*Orbis* 2 (1953), 1-18).
-- Houdebine, Anne-Marie. "Le français au féminin." (*La linguistique* 23 (1987), 13-34).
-- Monqiue Adriaen & Ruth King, "Feminizing French Discourse." (Chap. 6 of *Talking Gender*, ed. Ruth King. Ontario: Copp Clark Pitman, 1991)
-- Articles from *Le Monde* (1984) and the *Journal Français d'Amérique* (1991)
-- Evans, Howard. "A Feminine Issue in Contemporary French

Usage." (*Modern Languages* 66,4 (1985) 231-36).
-- Strategies for feminizing professional titles: selections from *Talking Gender* and the *Dictionnaire féminin-masculin des professions, des titres, et des fonctions*

VI. Miscellaneous

--"Préciosité" (Chap. 9 of Ferdinand Brunot, *Histoire de la langue française*. t.3: *La formation de la langue classique*, 1922)
-- What feminists have wrought: writing the self back into scholarship: two pieces from *Lingua Franca*, 1,3 (February, 1991), 15-19, 33)
-- "Le sujet de la science est-il sexué." (Luce Irigaray; from *Parler n'est jamais neutre*, pp.307-321; originally published 1982 in *Les Temps modernes*)

VII. Reference

a) Tables of Contents of:

"Le langage des femmes: Enquête à l'échelle mondiale." *Orbis*, 1:10-86, 2:7-34.
Aebischer, Verena & Claire Forel, eds. 1983. *Parlers masculins, parlers féminins*.
Cameron, Deborah, ed. 1990. *The Feminist Critique of Language. A Reader*.
Coates, Jennifer & Deborah Cameron, eds. 1989. *Women in Their Speech Communities: New Perspectives on Language and Sex*.
Corbett, Greville. 1991. *Gender*.
La différence sexuelle dans le langage. Special issue of *Contrastes (Revue de linguistique contrastive)*. October, 1989.
Koskas, Eliane & Danielle Leeman, eds. 1989. *Genre et langage*.
Philips, Susan U. et al. Tanz, eds. 1987. *Language, Gender and Sex in Comparative Perspective*.
Thorne, Barrie & Nancy Henley, eds. 1975. *Language and Sex: Difference and Dominance*.
Thorne, Barrie, Cheris Kramarae, & Nancy Henley, eds. 1983. *Language, Gender and Society*.
King, Ruth, ed. 1991. *Talking Gender. A Guide to Non-Sexist Communication*.

b) Bibliography of:

Duchen, Claire, ed. *Feminism in France. From May '68 to Mitterrand*.

French 206/Spring 1993
Prof. Fleischman

Suggested Topics for Individual Research

N.b.: You may wish to choose your seminar research project from the following list of topics, diverse in their orientation--hopefully something here for everyone!. You are not, however, limited to these topics; I will entertain topics you propose.

--GENERAL LINGUISTICS

The origin of gender in language: theories concerning the ontogenesis of gender as a grammatical category: How did gender arise? *How did it come to be linked with sex (masculine/feminine)?* (see refs. in §6.1.1 of the bibliography)

--FRENCH LINGUISTICS (SYNCHRONIC)

Gender and Dictionaries: Examine a selection of modern French dictionaries with respect to their entries for *homme* and *femme* and related terms for referring to male and female humans. What *denotative* asymmetries do you observe in the definitions? What *connotations* are revealed by the examples? What attitudes/ideologies underlie the differences you observe? (cf. Yaguello, pp.166f.)
--This topic overlaps, and may be paired with, that on **euphemism**, listed below.

Affective connotations of suffixes: Many French suffixes have an affective meaning--hypocoristic/pejorative, diminutive/augmentative, etc.--in addition to a grammatical function or as their exclusive function. Can any generalizations be made along gender lines? E.g., do French diminutives tend to be masculine or feminine? Are there more pejorative suffixes referring to women than to men? (cf. Connors 1971, Chastaing 1973, Milner 1989, Yaguello, pp.121ff.)
--This project overlaps, and will be paired with, the **psycholinguistic experiment with suffixed nonsense words** listed below.

?? **Gender errors:** an analysis of gender errors made by native speakers.

?? **Gender in Metaphors/Idioms:** Many metaphoric and idiomatic expressions make reference to gender or traditional gender roles (she *wears the pants* in the family), or to male or female body parts (*in the bosom* of the family). What such expressions do we find in French, and what assumptions/beliefs underlie them? (cf. Guiraud 1978, *Semiologie de la sexualité*)

--FRENCH LINGUISTICS (DIACHRONIC)

History (external) of gender in the French grammatical tradition: Historical survey of grammarians' treatments of the category of gender, from the earliest vernacular grammarians (in the 16th c.) through the present. You will probably want to include Vaugelas, Port-Royal, Malherbe (?), the 18th-c. rational grammarians, Damourette et Pichon (*Des mots à la pensée*), and any other important figures in the history of French grammar.

Marks of a feminine discourse in Old French ??: what marks of women's language do we find in women writers of the Middle Ages (Marie de France, Christine de Pisan, the Occitan *trobairitz*) or in the speech of female characters (cf. Cerquiglini 1986)

--PSYCHOLINGUISTICS (WITH REGARD TO FRENCH)

The psycholinguistic status of gender assignment in French: How do (adult) speakers assign gender to nouns? What criteria (phonological, morphological, semantic) do they use? What sorts of errors do they make? (see Corbett 1991, chap. 4 and relevant refs. in §6.2.1 of our bibliography)

The connotations of gender in French (psycholinguistic experiment): Replicate or adapt, with a group of francophone speakers, Susan Ervin's experiment using nonsense words to elicit speakers' associations (in terms of the pairs good/bad, large/small, beautiful/ugly, strong/weak) with masculine and feminine gender (cf. Ervin 1962, summarized by Yaguello, pp.100ff., Corbett 1991:93)
--This project overlaps--and will be paired with--the **suffixation** project listed above.

The acquisition of (grammatical) gender in French: how do French-speaking children acquire gender? What gender-marking strategies do they develop? Which of these strategies are ultimately retained and which discarded in the process of mastering the adult grammar? (see Corbett 1991, §4.2, and refs. in §6.2.1 of our bibliography)

--LANGUAGE AND CULTURE

Préciosité: the phenomenon of *préciosité*, satirized by Molière in *Les précieuses ridicules*, turns around a particular style of speech cultivated by aristocratic women in the 17th c. What is at issue in *préciosité*? Why did it evolve when it did? What new light, if any, does contemporary gender theory and/or research on language and gender shed on the phenomenon.

Euphemism in reference to women: Languages commonly develop euphemisms to refer to women, to women per se (e.g. *le beau sexe, personnes de sexe*) or in various professional/functional capacities (e.g. *une professionnelle* to refer to a prostitute). What euphemisms do we find in French and what attitudes or beliefs underlie them?
--This topic overlaps, and may be paired with, that on **dictionaries.**

--LANGUAGE AND LITERATURE

The gendering of French versification (in historical perspective): what is the linguistic/psychological basis of 'masculine' and 'feminine' rhyme? Origin of the terms? Affective associations? Role of *-e* ("mute e")? You will want to examine treatises on poetics/versification over the history of French. (cf. Delas 1989)

Gender and Point of View: Choose an appropriate narrative text in French (novel or short story) and, on the basis of everything you will have read about women's language, communicative behavior, conversational strategies, etc., show, through close linguistic analysis of the text, how a feminine point of view is conveyed. Is a feminine point of view possible in a language like French, which, gender theorists argue, presupposes a masculine subject with woman as object.
--Several people may choose this topic. **(see also below on** ***Sphinx*****)**

Sphinx**: the obliteration of gender:** In her novel *Sphinx* (Paris: Grasset, 1986), Anne Garreta attempts to camouflage the sex/gender of the narrator--not an easy task in a language like French that obligatorily marks gender quite extensively throughout its grammar. Is the narrator/point of view masculine or feminine? How do you determine this? What strategies does she resort to to obliterate marks of gender?

--PSYCHOANALYSIS

A psychoanalytic perspective on men's vs. women's language and the relationship of sex and gender (see refs. in §4.1 of our bibliography and additional refs. provided in these articles, e.g. to Lacan, Otto Rank & Hans Sachs)

--APPLIED LINGUISTICS (WITH REFERENCE TO FRENCH)

?? Acquisition of gender among learners of French: analysis of and strategies for correction. (see "L/2" references in §6.2.1 of our bibliography)

French 206, Spring 1993
Professor Fleischman

Sexual Difference, Gender, and the French Language

Selected Bibliography

TABLE OF CONTENTS

1. Bibliographies

2. Journals and Newsletters on Language and Gender
    2.1. Special Issues on Language and Gender

3. Language and Gender (General)
    3.1. Collections of Essays
    3.2. General References (primarily with regard to English)

4. Language and Gender with particular reference to French
    4.1. Psychoanalytic Perspective
    4.2. Feminization of Titles and Professional Designations
    4.3. The Pre-modern Period (Old French--)

5. Guides to Nonsexist Usage (French and English)
    5.1. Feminist and Nonsexist Dictionaries and Glossaries

6. Grammatical Gender
    6.1. General
        6.1.1. Origin of Gender
    6.2. With particular reference to French
        6.2.1. Psycholinguistic studies
    6.3. Generic Use of Male Referents (*il/he*)

7. French Feminism

8. Gender-Related Fiction/Essays

1. Bibliographies (in chronological order)

Silberstein, Sandra. 1980. "Bibliography" Women and Language." *Michigan Occasional Papers in Women's Studies*, No. 12. Ann Arbor:University of Michigan.
Elgin, Suzette Haden. 1982. "Women and Language Update." *The Lonesome Node* January/February: 3-4.
Treichler, Paula. 1986. "Language, Feminism, Theory: An Annotated Bibliography." *Women and Language* 10,1:6-36, 56-60.
Clarke, Sandra. 1989. "Language and Sex: A Bibliography." *Women and Language* 12,2:9-20.
_________. 1991. "Language and Sex Bibliography 1991." *Women and Language* 14,2:4-15.

2. Journals and Newsletters on Language and Gender

Language and Gender (newsletter published in Australia), ed. Anne Pauwels.
The Lonesome Node, ed. Suzette Hayden Elgin (bimonthly newsletter devoted to women and language and 5 other areas of language research).[1]
Berkeley Women and Language Conferences (Proceedings).
Resources for Feminist Research. 1984. Special issue on "Women and Language." 13,3 (November 1984).
Women and Language, 1976-- (published at Univ. of Illinois at Champaign-Urbana).
Women's Studies in Communication

2.1. Special Issues on Language and Gender

Ecriture, féminité, féminisme. Special issue of *Revue des Sciences Humaines* (Lille III), 4, 1977.
Le sexe linguistique. Special issue of *Langages*, 85. March, 1987. Ed. Luce Irigaray.
**La différence sexuelle dans le langage*.[2] Special issue of *Contrastes (Revue de linguistique contrastive)*. October, 1989. Ed. Georges Kassaï.
Cahiers du Grif, nos. 12, 13.

---

[1] Address: The Ozark Center for Language Studies, P.O. Box 1137, Hunstville, AR 72740; (501) 643-2385.

[2] Tables of Contents of volumes marked with an asterisk (*) are included in your Reader. Articles in the Reader are indicated by the @ sign.

3. Language and Gender (General)

3.1 Collections of Essays[3]

*Aebischer, Verena & Claire Forel, eds. 1983. *Parlers masculins, parlers féminins*. Textes de base en psychologie. Neuchatel: Delachaux et Niestlé.

*Cameron, Deborah, ed. 1990. *The Feminist Critique of Language. A Reader*. London/New York: Routledge.

*Coates, Jennifer & Deborah Cameron, eds. 1989. *Women in Their Speech Communities: New Perspectives on Language and Sex*. London: Longman.

Irigaray, Luce, ed. 1990. *Sexes et genres à travers les langues. Eléments de communication sexuée (français, anglais, italien)*. Paris: Grasset.

*Koskas, Eliane & Danielle Leeman, eds. 1989. *Genre et langage*. (Actes du colloque tenu à Paris X Nanterre les 14-15 décembre 1988). Paris: Imprimerie Integrée de l'Université Paris X.

Kramarae, Cheris, ed. 1980. *The Voices and Words of Women and Men*. Oxford: Pergamon Press.

McConnell-Ginet, Sally, Ruth Borker, and Nelly Furman, eds. 1980. *Women and Language in Literature and Society*. New York: Praeger.

Nielsen, Alleen Pace et al. 1977. *Sexism and Language*. Urbana: National Council of Teachers of English.

Orasanu, Judith, Mariam K. Slater & Loenore Loeb Adler, eds. 1979. *Language, Sex and Gender: Does "la différence" make a difference?* Annals of the New York Academy of Sciences, 327. New York: NYAS. (cf. review article by Sally McConnell-Ginet in *Language* 59,2 (1983), 373-391)

*Philips, Susan U., Susan Steele, & Christine Tanz, eds. 1987. *Language, Gender and Sex in Comparative Perspective*. Studies in the Social and Cultural Foundations of Language, 4. Cambridge: CUP.

Pop, Sever, ed. 1952-53. "Le langage des femmes: Enquête à l'échelle mondiale." *Orbis*, 1:10-86, 2:7-34.[4]

*Thorne, Barrie & Nancy Henley, eds. 1975. *Language and Sex: Difference and Dominance*. Rowley, MA: Newbury House Publishers. (contains an excellent annotated bibliography)[5]

*Thorne, Barrie, Cheris Kramarae, & Nancy Henley, eds. 1983. *Language, Gender and Society*. Rowley, Mass.: Newbury House.

---

[3] Henceforth referred by the editors'names.

[4] Table of contents of relevant sections of these two volumes of *Orbis* included in your Reader. The only piece on French, Stehli 1953, is listed in §6.1 below.

[5] Table of Contents of this bibliography in your Reader.

(contains an excellent annotated bibliography)[5]

Vetterling-Braggin, Mary, ed. 1981. *Sexist language: a modern philosophical analysis*. Towata, NJ: Littlefield, Adams. (cf. review article by Sally McConnell-Ginet in *Language* 59,2 (1983), 373-391)

3.2. General References (primarily with regard to English)

Aebischer, Verena. 1985. *Les femmes et le langage*. Paris: Presses Universitaires de France. (a psycho-sociological study of widespread view of women as "bavardes," identifying factors we use to identify a discourse as masculine or feminine). Cf. also V.A., "Bavardages: Sens commun et linguistique." In: Aebischer & Forel, eds. 1983, pp. 173-188.

Baron, Dennis. 1986. *Grammar and Gender*. New Haven: Yale University Press.

Bodine, A. 1975a. "Sex Differentiation in Language." In Thorne and Henley, eds. Pp. 130-151.

--------. 1975b. "Androcentrism in Prescriptive Grammar." *Language in Society*, 4,2:129-56. Repr. in Cameron, ed. 1990, pp.166-186.

Cameron, Deborah. 1985. *Feminism and Linguistic Theory*. London: Macmillan/New York: St. Martins (1984).

--------, & Jennifer Coates. 1985. "Some problems in the sociolinguistic explanation of sex differences." *Language and Communication*, 5,3:143-51. Repr. in Coates & Cameron, eds. 1988, pp.13-26.

Coates, Jennifer. 1986. *Women, Men and Language*. London: Longman.

Forel, Claire A. 1983. "Françaises, Français." In: Aebischer & Forel, pp.21-33. (on the interplay of sex and gender in referring expressions)

Frank, Francine Wattman & Frank Anshen. 1983. *Language and the Sexes*. Albany: State University of New York Press.

Graddol, David & Joan Swann. 1989. *Gender Voices*. Oxford & New York: Blackwell.

@Jespersen, Otto. 1922. "Women." = Chap. 13 of *Language, its Nature, Development, and Origin*, pp. 237-254. London: Allen & Unwin/New York: Holt. Repr. in Cameron, ed. 1990, pp.201-220. (classic essay, one of the first to generalize differences between men's and women's language)

Kassaï, Georges. 1989. "La différence sexuelle dans le langage et ses interprétations." *Contrastes*. Pp. 3-10.

Key, Mary Ritchie. 1975. *Male/Female Language*. Metuchen N.J.: Scarecrow Press.

Kramarae, Cheris. 1981. *Women and Men Speaking*. Rowley, MA: Newbury House Publishers.

-------. 1982. "Gender: How She Speaks," In: *Attitudes Towards Language Variation*, eds. Ellen Bouchard Ryan and Howard Giles. Pp. 84-98. London: Edward Arnold.

Lakoff, Robin. 1975. *Language and Woman's Place*. New York: Harper & Row. (first published 1973 in *Language in Society*, 2:45-

80).

Martyna, Wendy. 1983. "The Case for Nonsexist Language." In Thorne, Kramarae and Henley, eds., pp. 25-37.

McConnell-Ginet, Sally. 1978. "Address Forms in Sexual Politics." In: *Women's Language and Style*, eds. Douglas Butturff and Edmund L. Epstein. Pp. 23-35. Akron, Ohio: L and S Books.

--------. 1980. "Linguistics and the Feminist Challenge," In: McConnell-Ginet, Borker, & Furman eds., pp. 3-25.

--------. 1983. Review article of: Orasanu, Slater & Adler, eds. *Language, Sex and Gender: Does "la différence" make a difference?* and Vetterling-Braggin, ed. *Sexist language: a modern philosophical analysis*. In: *Language* 59,2:373-91.

Penelope, Julia. 1977. "Gender Marking in American English: Usage and Reference." In: Nielsen et al., pp. 43-74.

--------. 1978a. "Sexist Grammar." *College English*. March 800-11.

--------, and Susan Robbins. 1978b. "Sex Marked Predicates in English." *Papers in Linguistics* Fall-Winter: 487-516.

--------, and Cynthia McGowan. 1979. "Woman and Wife: Social and Semantic Shifts in English." *Papers in Linguistics* Fall-Winter: 491-502.

@Pillon, Agnesa. 1977. "Le sexe du locuteur est-il un facteur de variation linguistique? Revue critique." *La Linguistique*, 23,1:35-48. (critical review of the social stratification studies--primarily American--on sex differentiation in language)

Spender, Dale. 1980. *Man Made Language*. London: Routledge.

Schultz, Muriel. 1975. "The Semantic Derogation of Women." In: Thorne & Henley, eds. Pp. 64-75. Repr. in Cameron, ed. 1990, pp.134-147. (important article showing how terms designating women have taken on negative connotations over time)

Sklar, Elizabeth S. 1983. "Sexist Grammar Revisited." In: *College English* April, 348-56.

Tannen, Deborah. 1990. "What's in a First Name?" In: Ronald Adler & Neil Towne, eds.. *Looking Out/Looking In*. In: *Interpersonal Communication*. Fort Worth: Holt, Rinehart and Winston.

Trudgill, Peter. 1974. *Sociolinguistics. An Introduction*. Chap. 4. Harmondsworth: Penguin. 2d ed. 1983. (classic study--on Norwich English--presenting what have become idées reçues on sociolinguistic differences between men's and women's language)

Treichler, Paula. 1989. "From Discourse to Dictionary: How Sexist Meanings are Authorized." In: Frank & Treichler, eds. Pp. 35-50.

4. Language and Gender with Particular Reference to French (cf. also §6.2 on **Grammatical Gender**)

Ager, Dennis. 1990. *Sociolinguistics and Contemporary French*., §6.2 (pp. 118-123). Cambridge: CUP. (on "sex" as a sociolinguistic variable)

Arrivé, Michel, Françoise Gadet & Michel Galmiche. 1986. *La grammaire d'aujourd'hui. Guide alphabétique de linguistique française*. Paris: Flammarion. Pp. 280-196 ("genre").)

@________. 1989. "De quelques oscillations des théories du genre dans l'histoire récente de la linguistique." In: Koskas & Leeman, eds., pp. 5-16. (on gender in relation to sex and as an 'empty' or meaningful category of grammar)

Bodine, Anne. 1983. "Sexocentrisme et recherches linguistiques." In Aebischer & Forel, eds., pp.35-63.

Brunot, Ferdinand. 1922. *La pensée et la langue*, Livre II: "Les sexes et les genres," pp. 85-95. Paris: Masson. 3d revised ed. 1965.

Delas, Daniel. 1989. "Du e muet." In: Koskas & Leeman, eds., pp.79-86. (on "mute e as marking 'feminine' in grammar and prosodics)

Guiraud, Pierre. 1978. *Sémiologie de la sexualité*. Paris: Payot.

Houdebine, Anne-Marie. 1977. "Les femmes et la langue." *Tel Quel* 74:84-95.

________. 1983. "Sur les traces de l'imaginaire linguistique." In: Aebischer & Forel, pp. 105-139. (on actual and imagined pronunciation differences in men's and women's speech)

Khaznadar, Edwige. 1989. "Le dédoublement en genre en français moderne." In: Koskas and Leeman, eds. Pp. 137-146. (on gender varying nouns and adjectives in French and the markedness of 'feminine')

Irigaray, Luce. 1985. "L'ordre sexuel du Discours," *Langages*, 85: 81-123, repr. in Irigaray, ed. 1990. Pp. 403-461.

________. 1990. "Représentation et auto-affection du féminin." In: Irigaray, ed. 1990. Pp. 9-29.

Marchal, Claire & Claudine Ribéry. 1979. "Rapport de sexage et opérations énonciatives: Cadre théorique d'une recherche sociolinguistique." *Langue et Société* (papiers de travail), 8.

Marchello-Nizia, Christiane. 1989. "Le neutre et l'impersonnel." In: Koskas & Leeman, eds. Pp. 173-180. on the neuter gender in Old and modern French)

Michard-Marchal, Claire & Claudine Ribéry. 1982. *Sexisme et sciences humaines. Pratique linguistique du rapport de sexage*. Lille: Presses Universitaires de Lille. (analysis, using *les théories de l'énonciation*, of the treatment of the notions of 'man' and 'woman' in scientific discourse, where the *sujet d'énonciation* is clearly male)

Michard, Claire. 1988. "Some Socio-enunciative Characteristics of Scientific Texts Concerning the Sexes." In: Gill Seidel, ed. *The Nature of the Right. A Feminist Analysis of Order Patterns*, pp.27-59. Amsterdam/Philadelphia: Benjamins.

Milner, Jean-Claude. 1989. "Genre et taille dans le lexique français." In: Koskas & Leeman, eds. Pp. 191-202. (interesting morphological analysis of gender in relation to size, notably in French diminutives and other nouns)

Offord, Malcolm. 1990. *Varieties of Contemporary French*. Chapter 3, sec. 2. Houndmills & London: Macmillan.

Yaguello, Marina. 1978. *Les mots et les femmes: Essai d'approche socio-linguistique de la condition féminine*. Paris: Payot.

________. 1989. *Le sexe des mots*. Paris: Belfond. (glossary of selected French words examining gender from a grammatical and

sociohistorical perspective; xerox copy in French Dept. Library)[6]

4.1. Psychoanalytic perspective

Cixous, Hélène & Catherine Clément. 1975. *La jeune née*. Paris: Union Générale d'Editions. English trans. by Betsy Wing (*The Newly Born Woman*). Minneapolis: Univ. of Minnesota Press, 1986. (poses the question of a specifically feminine language)

Irigaray, Luce. 1985a. "L'ordre sexuel du discours," *Langages*, 85: 81-123, repr. in Irigaray, ed. 1990. Pp. 403-461.

________. 1985b. *Parler n'est jamais neutre*. Paris: Minuit. (collection of previously published essays whose common thread is the inherent sexing [*sexuation*] of language)

Lecointre, Simone. 1989. "Enquêtes sur la 'sexuation du discours'." In: Koskas & Leeman, eds., pp. 161-172. (methodological critique of Irigaray's "L'ordre sexuel du discours")

Moi, Toril, ed. 1986. *The Kristeva Reader*. Oxford: Oxford University Press.

4.2. Feminization of titles and professional designations (cf. also §5, Guides to Non-Sexist Usage)

Boel, Else. 1976. "Le genre des noms désignant les professions et les situations féminines en français moderne." *Revue Romane*. 11,1:16-73. (an empirical study of feminine forms for job titles in the French (France) press and media in the '70s)

Dumais, Hélène. 1987. *La féminisation des titres et du discours au Québec: une bibliographie*. Laval: Groupe de recherche multidisciplinaire féministe, Université Laval. (an important bibliography of works in French up to December 1986)

Evans, Howard. 1985. "A Feminine Issue in Contemporary French Usage." *Modern Languages* 66,4:231-36.

________. 1987. "The Government and Linguistic Change in France: The Case of Feminization." *ASMCF Review*, 31:20-26.

Groult, Benoîte. [1984]. "La langue française au féminin." *Médias et langage*, 19/20.

@Houdebine, Anne-Marie. 1987. "Le français au féminin." *La linguistique*. 23:13-34.

--------. 1989. "La féminisation des noms de métier en français contemporain." *Contrastes*. Pp. 39-72.

Houdebine-Gravaud, Anne-Marie. 1989. "L'une n'est pas l'autre ou genre et sexe en français contemporain." In: Koskas & Leeman, eds., pp. 107-136.

Leys, Michel. 1987. "Langage et administration. 'Madame la Ministre': Rapport de la commission Groult sur la féminisation des noms de métier, fonction, grade ou titre." *Langage et l'homme* 22:40-44.

Martin, André & Henriette Dupuis. 1985. *La féminisation des*

---

[6] Preface included in your Reader.

titres et les leaders d'opinion: Une étude exploratoire. "Langues et sociétés." Québec: Éditeur officiel du Québec. (summary in *Titres et fonctions au féminin...* [listed below], pp. 49-56)

Moreau, Thérèse, ed. 1991. *Dictionnaire féminin-masculin des professions, des titres et des fonctions.* Geneva: Editions Metropolis.[7]

Office de la Langue Française du Québec. 1986. *Titres et Fonctions au féminin: essai d'orientation de l'usage.* Quebec: Éditeur officiel du Québec. (written after wide consultation with grammarians, lexicographers, and language users in France, Quebec, and other francophone areas, this comprehensive study of the feminization of job titles in French offers a range of alternatives and explains the reasons for their varying degrees of aceptance)

__________. 1986. "Titres et fonctions au féminin." *La francisation en marche* 5,5 (October).[8]

"Une aventure linguistique: féminisation des noms de métiers." Luxembourg: CEE.

Vignola, Marie-Josée. 1987. "Utilisation de titres professionnels masculins afin de désigner une femme: norme et usage." *York University Working Papers in Second-Language Teaching* 2:55-82. (empirical study of feminine forms for job titles in Quebec press and media)

__________. 1990. "Quelques applications de la féminisation des titres en classe de français langue seconde." *Revue canadienne des langues vivantes*, 46,2:354-64. (putting non-sexist solutions into practice in French L/2 classrooms)

Yaguello, Marina. 1989. "L'élargissement du Capitaine Prieur." *Contrastes.* Pp. 73-78.

4.3. Pre-modern period (Old French--)

@Brunot, Ferdinand. 1922. "La préciosité." Chap. 9 of *Histoire de la langue française*, t.3: *La formation de la langue classique (1600-1660)*, 1ere partie, 2e éd., pp.66-74. Paris: Armand Colin.

Cerquiglini, Bernard. 1986. "The Syntax of Discursive Authority: The Example of Feminine Discourse." *Yale French Studies*, 70:183-198. (on OF *mar*as a marker of feminine speech and of the 'feminine condition' in medieval France)

Lévy, Raphael. 1954. "La désinence *-eresse* en vieux français." *Romance Philology*, 7:197-190.

5. Guides to Nonsexist Usage (French and English)

Canadian National. 1988. *Les uns et les unes: Guide de communication nonsexiste.* Montreal. Available in English as:

---

[7] Predace included in your Reader.

[8] Available from: Office de la langue française, 800 Place Victoria, Montréal H4Z 1G8, Canada.

Striking a Balance: A Guide to Nonsexist Communication.

Fédération canadienne des enseignantes et des enseignants. 1985. *Le langage nonsexist: guide de rédaction*. Ottawa.

--------. 1990. *Pour le traitement égalitaire des femmes et des hommes dans les communications écrites - guide de rédaction.* Ottawa.

*Frank, Francine Wattman and Paula Treichler. 1989. *Language, Gender and Professional Writing*. New York: Modern Language Association. (contains an extensive bibliography, pp.279-330).

Frank, Francine Wattman. 1989. "Language Planning, Language Reform, and Language Change: A Review of Guidelines for Nonsexist Usage." In: Frank & Treichler, eds.. Pp. 105-133.

*King, Ruth, ed. 1991. *Talking Gender. A Guide to Non-Sexist Communication*. Toronto: Copp Clark Pittman Ltd. (each chapter contains relevant suggestions for forther reading)

Lee, Rhonda, ed. 1985. *Guide to Nonsexist Language and Visuals.* Madison: University of Wisconsin.

Maggio, Rosalie. 1988. *The Nonsexist Wordfinder: A DIctionary of Gender-Free Usage*. Boston: Beacon Press. (contains alternatives, explanations, or definitions for over 5,000 words and phrases)

Miller, Casey & Kate Swift. 1980. *The Handbook of Nonsexist Writing for Writers, Editors and Speakers*. New York: Lippincott & Crowell; London: The Women's Press, 1981.

Ministère de l'Education du Québec. 1988. *Pour un genre à part entière: Guide pour la rédaction de textes nonsexistes.* Quebec. (contains suggestions for feminizing French discourse)

Moreau, Thérèse. 1991. *Le langage n'est pas neutre. Guide de rédaction non-discriminatoire*. Lausanne: Secretariat de l'ASOSP.[9]

5.1. Feminist and Nonsexist Dictionaries and Glossaries

Bengis, Ingrid. n.d. *A Woman's New World Dictionary*. Special Collections. Evanston: Northwestern University.

Daly, M. & J. Caputi. 1987. *Webster's New Intergalactic Wickedary of the English Language*. Boston: Beacon Press/London: Women's Press (1988).

Dixon, Marleen & Joreen. 1970. "A Dictionary of Women's Liberation." *Everywoman* 21 August: 16-17.

Kramarae, Cheris & Paula Treichler, eds. 1985. *A Feminist Dictionary*. London & Boston: Pandora Press.

Lennert, Midge & Norma Wilson, eds. 1973. *A Woman's New World Dictionary*. Lomita, CA: 51% Publications.

Maggio, Rosalie. 1988. *The Nonsexist Word Finder: A Dictionary of Gender-Free Usage*. Boston: Beacon Press.

---

[9] Supposedly available from: C.P. 63, CH-9000, Lausanne 9, Switzerland.

6. Gender as a Category of Grammar

6.1. General

Connors, Kathleen. 1971. "Studies in feminine agentives in selected European languages." *Romance Philology* 24:573-598. (notes contain good bibliography on suffixal derivation in Romance)

*Corbett, Greville. 1991. *Gender*. Cambridge Textbooks in Linguistics. Cambridge: CUP. (section on French included in Reader)

Martinet, André. 1956. "Le genre féminin en indo-européen: examen fonctionnel du problème." *Bulletin de la Société Linguistique de Paris*. 52,1:83-95.

Meillet, Antoine. 1921. "Le genre féminin dans les langues indo-européennes." in: A.M., *Linguistique historique et linguistique générale*. Pp.24-28. Paris: Klincksieck.

Wolfe, Susan J. 1980. "Gender and Agency in Indo-European Languages." *Papers in Linguistics*, 13,3/4:773-794.

6.1.1. Origin of Gender

Corbett, Greville. 1991. *Gender* (ref. in 6.1 above). §10.2: "Diachrony" (pp. 310-318).

Fodor, Istvan. 1959."The Origin of Grammatical Gender I." *Lingua*, 8:1-41, 186-214.

Greenberg, Joseph H. 1978. "How Does a Language Acquire Gender Markers?" In: J.H.Greenberg, C.A. Fergusen, & E. A. Moravcsik, eds. *Universals of Human Language*, Vol. 3: *Word Structure*, pp.47-82. Stanford: Stanford University Press.

@Violi, Patrizia. 1987. "Les origines du genre grammatical." *Langages* 85:15-34.

6.2. With particular reference to French

Bidot, E. 1925. *La clef du genre des substantifs français (Méthode dispensant d'avoir recours à un dictionnaire)*. Poitiers: Imprimerie Nouvelle.

Damourette, Jacques & Édouard Pichon. 1911-40. *Des mots à la pensée. Essai de grammaire de la langue française,* Vol. 1, chap. 4: "Sexuisemblance du substantif nominal" (pp.354-423). Paris: D'Artrey. Reprinted. (classic treatise on French grammar, analyzed in terms of the *mentalités* of its speakers; cf. summary of this chapter in Yaguello, pp.101ff.)

Delas, Daniel. 1989. "Du e muette." In: Koskas & Leeman, eds., pp.79-86. (on "mute e as a marker of feminine in grammar and prosodics)

Durand, Marguerite. 1936. *Le genre grammatical en français parlé à Paris et dans la région parisienne*. Paris: Bibl. de Français Moderne.

Haden, E.F. and E.A. Joliat. 1940. "Le genre grammatical des

substantifs en franco-canadien empruntés à l'anglais." *PMLA* 55:839-854.

Khaznadar, Edwige. 1989. "Le dédoublement en genre en français moderne." In: Koskas & Leeman, eds. Pp. 137-146. (on gender-variable nouns and adjectives in French and the markedness of 'feminine')

Marchello-Nizia, Christiane. 1989. "Le neutre et l'impersonnel." In: Koskas & Leeman, eds. Pp. 173-180. on the neuter gender in Old and modern French)

Mel'čuk, Igor. A. 1974. "Statistics and the Relationship between the Gender of French Nouns and their Endings." In: V. Ju. Rozencvejg, ed. *Essays on Lexical Semantics*., I, 11-42. Stockholm: Skriptor. (originally published in Russian, 1958).

Milner, Jean-Claude. 1989. "Genre et taille dans le lexique français." In: Koskas & Leeman, eds. Pp. 191-202. (interesting morphological analysis of gender in relation to size, notably in French diminutives and other nouns)

Stehli, Walter. 1949. *Die Femininbildung von Personbezeichnungen im neusten Französisch*. *Romanica Helvetica*, 29. Bern.

@________. 1953. "La formation du féminin en français moderne." *Orbis*, 2:1-18.

6.2.1. Psycholinguistic Research

(gender assignment, child language, L/2 acquisition)

Clark, Eve V. 1985. "The Acquisition of Romance with special reference to French." In: Dan I. Slobin, ed. *The Crosslinguistic Study of Language Acquisition*, 687-782. Hillsdale, NJ: Lawrence Erlbaum.

Champagnol, R. 1982. "Représentation en mémoire des mots et de leurs morphèmes de genre et de nombre." *L'année psychologique* 82:401-19. (see below under Champagnol 1984)

________. 1984. "Représentation lexicale du genre et de ses transformations." *Revue canadienne de psychologie* 38:625-44. (claims, on the basis of recall experiments, that processing and encoding of gender (and number) morphemes--as opposed to lexemes--is partly autonomous)

Chastaing, M. 1973. "Le genre grammatical, symbole de grandeur." *Journal de psychologie normale et pathologique* 70:427-451. (experimental study whose findings challenge--or nuance--the connection between 'feminine' and 'diminutive')

Desrochers, A. 1986. "Genre grammatical et classification nominale." *Revue canadienne de psychologie* 40:224-50.

Ervin, Susan. 1962. "The Connotations of Gender." *Word*, 18:249-261. (important experimental study documenting speakers' associations with gender; summarized in Yaguello 1987:100f., Corbett 1991:93)

Hardison, Debra M. 1992. "Gender Assignment to Nonwords in French: Implications for the Role of the Final Syllable in Lexical Processing and Organization of the Mental Lexicon." In: *Indiana Linguistics Club 25th Anniversary Volume*. Bloomington: IU Linguistics Club.

Karmiloff-Smith, Annette. 1979. *A Functional Approach to Child Language: A Study of Determiners and Reference*. Cambridge: CUP. (reports on experiments involving gender, as part of a large-scale investigation of the acquisition of determiners)

Magnan, S.S. 1983. "Age and Sensitivity to Gender in French." *Studies in Second Language Acquisition* 5,2:194-212. (study of reactions of native French speakers to various non-native errors in spoken French)

Poplack, Shana, A. Pousada, & David Sankoff. 1982. "Competing Influences on Gender Assignment: Variable Process, Stable Outcome." *Lingua* 57:1-28. (important psycholinguistic study assessing factors speakers use in gender assignment; data on Montreal French)

Stevens, F. 1984. *Strategies for Second-Language Acquisition*. Montreal: Eden Press.

Surridge, M.E. 1982. "L'attribution du genre grammatical aux emprunts anglais en français canadien: le rôle des homologues et des monosyllabes." *Glossa* 16:28-39. (see below Surridge 1984)

_________. 1984. "Le genre grammatical des emprunts anglais en français: le perspectif diachronique." *Canadian Journal of Linguistics* 29:58-72. (presents evidence suggesting that semantic analogy affects the gender assignment of English loanwords in hexagonal and Canadian French)

Taylor-Browne, K. 1983. "The Acquisition of Grammatical Gender by Children in French Immersion Programmes." Unpub. M.A. thesis, Univ. of Calgary.

Tucker, G.R., W.E. Lambert, & A.A. Rigault. 1977. *The French Speaker's Skill with Grammatical Gender. An Example of Rule-Governed Behavior*. The Hague: Mouton.

6.3. Generic Use of Male Referents (*he/il man/homme*)

Bodine, Anne. 1975b. "Androcentrism in Prescriptive Grammar." *Language in Society*, 4,2:129-56. Repr. in Cameron, ed. 1990, pp.166-186.

Baron, Dennis. 1986. "Marked Men." Chapter 8 in: *Grammar and Gender*. New Haven: Yale University Press.

Huber, Joan. 1976. "On the Generic Use of Male Pronouns." *The American Sociologist*. 11,2:89.

King, Ruth. 1991. "False Generics: L'homme and Man." Chap. 2 of King, ed., pp.9-15.

King, Ruth & Sherry Rowley. 1991. "Pronouns in English." Chap. 3 of King, ed., pp.16-21.

Martyna, Wendy. "What Does 'He' Mean? The Use of the Generic Masculine." *Journal of Communication* 28:131-38.

-------. 1983. "Beyond the He/Man Approach." In: Thorne, Kramarae, and Henley. Pp. 25-37.

Moulton, Janice. 1981. "The Myth of the Neutral 'Man.'" In: Mary Vetterling-Braggin, ed. Pp. 100-115.

7. Feminism in France

Andermatt Conley, Verena. 1984. *Hélène Cixous: Writing the Feminine*. Lincoln, NE and London: University of Nebraska Press.

Dartmouth College Collective, eds. 1981. *Feminist Readings: French Texts/American Contexts. Yale French Studies*, 62.

Duchen, Claire, ed. 1986. *French Connections: Voices Frome Women's Movement in France*. London: Hutchinson.

________. *Feminism in France. From May '68 to Mitterrand*. London: Routledge and Kegan Paul (bibliography xeroxed in Reader).

Gelfand, Elissa D. & Virginia Thorndike Hules. 1985. *French Feminist Criticism: Women, Language, and Literature, An Annotated Bibliography*. New York: Garland.

Groult, Benoîte. 1975. *Ainsi soit-elle*. Paris: Grasset.

________. 1977. *Le féminisme au masculin*. Paris: Denoël/Gonthier.

Kristeva, Julia. 1981. "Women's Time." Trans. by Alice Jardine & Harry Blake. *Signs*, 7:13-35. (variously reprinted)

Hermann, Claudine. 1976. *Les voleuses de langue*. Paris: Payot.

Marks, Elaine & Isabelle de Courtivron, eds. 1980. *New French Feminisms*. Boston: University of Massachussets Press/New York: Schoken (1981)/Brighton: Harvester Press (1982).

Leclerc, Annie. 1974. *Parole de femme*. Paris: Grasset. Excerpts in Duchen, ed. 1986, pp. 58-63, repr. in Cameron, ed. 1990, pp.74-79.

Moi, Toril. 1987. *French Feminist Thought: A Reader*. Oxford: Oxford University Press. (collection of essays by Kristeva, Irigaray, Montrelay and others)

Richman, Michele. 1980. "Sex and Signs: The Language of French Feminist Criticism." *Language and Style*, 13,4:62-80.

Vetterling-Braggin, Mary, Frederick A. Elliston, & James English, eds. 1977. *Feminism and Philosophy*. Totowa, NJ: Littlefield, Adams.

8. Gender-Related Fiction/Essays

Cardinal, Marie. 1977. *Autrement dit*. Paris: Grasset. (a hypothetical conversation with Annie Leclerc, who wrote the postface)

Garetta, Anne. 1986. *Sphinx*. Paris: Grasset (novel that seeks to conceal the sex of the narrator).

Author Index

Author . . . Page Number

Adler, Loenore Loeb . . . 3
Aebischer, Verena . . . 3, 4
Ager, Dennis . . . 5
Andermatt Conley, Verena . . . 12
Anshen, Frank . . . 4
Arrivé, Michel . . . 5
Baron, Dennis . . . 4, 12
Bengis, Ingrid . . . 9
Bidot, E. . . . 10
Bodine, A. . . . 4
Bodine, Anne . . . 6, 12
Boel, Else . . . 7
Borker, Ruth . . . 3
Brunot, Ferdinand . . . 6, 8
Cameron, Deborah . . . 3, 4
Canadian National . . . 8
Caputi, J. . . . 9
Cardinal, Marie . . . 13
Cerquiglini, Bernard . . . 8
Champagnol, R. . . . 11
Chastaing, M. . . . 11
Cixous, Hélène . . . 7
Clark, Eve V. . . . 11
Clarke, Sandra . . . 2
Clément, Catherine . . . 7
Coates, Jennifer . . . 3, 4
Connors, Kathleen . . . 9
Corbett, Greville . . . 10
Courtivron, Isabelle de . . . 13
Daly, M. . . . 9
Damourette, Jacques . . . 10
Dartmouth College Collective . . . 13
De Courtivon, I. . . . 13
Delas, Daniel . . . 6, 10
Desrochers, A. . . . 11
Dixon, Joreen . . . 9
Dixon, Marleen . . . 9
Duchen, Claire . . . 12
Dumais, Hélène . . . 7
Dupuis, Henriette . . . 7
Durand, Marguerite . . . 10
Elgin, Suzette Haden . . . 2
Elliston, Frederick A. . . . 13
English, James . . . 13
Ervin, Susan . . . 11
Evans, Howard . . . 7
Fédération canadienne des enseignantes et des enseignants . . . 8
Fodor, Istvan . . . 10

Forel, Claire A. . . . 3, 4
Frank, Francine Wattman . . . 4, 9
Furman, Nelly . . . 3
Garetta, Anne . . . 13
Gelfand, Elissa D. . . . 13
Graddol, David . . . 4
Greenberg, Joseph H. . . . 10
Groult, Benoîte . . . 7, 13
Guiraud, Pierre . . . 6
Haden, E.F. . . . 10
Hardison, Debra M. . . . 11
Henley, Nancy . . . 3
Houdebine, Anne-Marie . . . 6, 7
Houdebine-Gravaud, Anne-Marie . . . 7
Huber, Joan . . . 12
Hules, Virginia Thorndike . . . 13
Irigaray, Luce . . . 3, 6, 7
Jespersen, Otto . . . 4
Joliat, E.A. . . . 10
Karmiloff-Smith, Annette . . . 11
Kassaï, Georges . . . 4
Key, Mary Ritchie . . . 4
Khaznadar, Edwige . . . 6, 10
King, Ruth . . . 9, 12
Koskas, Eliane . . . 3
Kramarae, Cheris . . . 3, 4, 9
Kristeva, Julia. . . . 7, 13
Lakoff, Robin . . . 4
Lambert, W.E. . . . 12
Leclerc, Annie . . . 13
Lecointre, Simone . . . 7
Lee, Rhonda . . . 9
Leeman, Daniel . . . 3
Lennert, Midge . . . 9
Lévy, Raphael . . . 8
Leys, Michel . . . 7
Maggio, Rosalie . . . 9
Magnan, S.S. . . . 11
Marchal, Claire . . . 6
Marchello-Nizia, Christiane . . . 6, 10
Marks, Elaine . . . 13
Martin, André . . . 7
Martinet, André . . . 10
Martyna, Wendy . . . 5, 12
McConnell-Ginet, Sally . . . 3, 5
Meillet, Antoine . . . 10
Mel'čuk, Igor A. . . . 11
Michard, Claire . . . 6
Michard-Marchal, Claire . . . 6
Miller, Casey . . . 9
Milner, Jean-Claude . . . 6, 11
Ministère de l'Education du Québec . . . 9

Moi, Toril 7, 13
Moreau, Thérèse 7, 9
Moulton, Janice 12
Nielsen, Alleen Pace 3
Office de la Langue Française du Québec 8
Offord, Malcolm 6
Orasanu, Judith 3
Penelope, Julia 5
Philips, Susan U. 3
Pichon, Edouard 10
Pillon, Agnesa 5
Pop, Sever 3
Poplack, Shana 12
Pousada, A. 12
Ribéry, Claudine 6
Richman, Michele 13
Rigault, A.A. 12
Robbins, Susan 5
Rowley, Sherry 12
Sankoff, David 12
Schultz, Muriel 5
Silberstein, Sandra 2
Sklar, Elizabeth S. 5
Slater, Miriam K. 3
Spender, Dale 5
Steele, Susan 3
Stehli, Walter 11
Stevens, F. 12
Surridge, M.E. 12
Swann, Swann 4
Swift, Kate 9
Tannen, Deborah 5
Tanz, Christine 3
Taylor-Browne, K. 12
Thorne, Barrie 3
Treichler, Paula 2, 5, 9
Trudgill, Peter 5
Tucker, G.R. 12
Vetterling-Braggin, Mary 4, 13
Vignola, Marie-Josée 8
Violi, Patrizia 10
Wilson, Norma 9
Wolfe, Susan J. 10
Yaguello, Marina 6, 8

WOMEN, MEN AND LANGUAGE
(Course number: LNGN 255)
Course last taught - SPRING 1993

Alice F. Freed
Linguistics Department
Montclair State College
Upper Montclair, NJ 07043
(201) 655 - 7505
freed@apollo.montclair.edu

General Information:

This is an undergraduate course with no prerequisites. At Montclair State, it can be used as an elective within the Linguistics major or minor and/or as an elective for the Women's Studies minor. It also satisfies the College's General Education Social Science Topics requirement and the Minorities' Culture requirement.

The course is designed to simultaneously introduce students to the field of language and gender (as a subfield of sociolinguistics) and to women's studies. A basic feminist perspective is built into the course and is made explicit from the beginning. An overview of language and gender research is provided by tracing the growth of the field and by exploring the development of research approaches; this is accomplished through readings and class discussion. A number of topics which are not included here could be substituted for the ones that are listed; for example, there is no section on the acquisition of sex-linked speech characteristics nor is there a section on women and politeness. The term project, which requires students to collect and analyze naturally occurring speech, is a particular focus of this course. This and the assignment for which students tape and transcribe a section of a conversation are both extremely successful.

There have been two sorts of difficulties encountered. 1. Although some of the students have had other courses in linguistics and some have not, this, in itself, is not a significant problem. More of a problem is getting a group of undergraduate students to discuss, with any level of sophistication, the important points of primary linguistic sources. However, teaching this course solely through textbooks and secondary sources is NOT satisfactory. 2. Depending on the composition of the class, there is sometimes resistance to the feminist perspective introduced in the class. This is a potential problem of much feminist pedagogy and requires vigilance on the part of the instructor.

Finally, it is becoming increasingly difficult to choose among the ever increasing number of interesting articles and books in language and gender. A number of good textbooks and anthologies are available in addition to the ones used here. (Some, however, seem to come in and out of print.) Compiling and copying a different xerox packet every year is quite time-consuming.

Outline of the Course

Required Readings:

Coates, Jennifer and Deborah Cameron, Eds. 1989. Women in Their Speech Communities. London and New York: Longman.

Graddol, David and Joan Swann. 1989. Gender Voices. Oxford

Graddol, David and Joan Swann. 1989. Gender Voices. Oxford and Cambridge, MASS.: Blackwell.

Packet of xeroxed articles.

Course Requirements:

1. Assigned readings.
2. Written homework assignments.
3. Attendance and class participation.
4. A midterm exam.
5. A final exam.
6. A term project: Details below.

Term project:

Choose or create a situation in which you will be able to investigate the speech of women and men. You will have to deal with speech and not with writing and you will need to study "naturally occurring" speech, not "artificial or made-up speech." You can investigate any language that you are familiar with. The project will require collecting speech samples involving 15-20 different women and 15-20 different men. The speech samples will be analyzed for possible differences between the speech of the women and the men. As many variables as possible will have to be considered: i.e. the situation, the social context, the sex of the interviewer, the age of the informants, their social backgrounds, etc. If possible, you are encouraged to enlist the help of a friend or relative of the opposite sex to collect half of the data. Procedures for these projects will be discussed at length in class.

You will be required to:

1. Hand in a short description of your project. The most important part of this is a detailed description of your plan for data collection.

2. Give an in-class presentation of your project highlighting your results. This will be about a ten-minute presentation, and will be scheduled for the last two or three weeks of class.

3. Prepare a 8-10 page double-spaced typed paper. This is to be handed in three weeks before the end of the semester. All papers are due before the class presentations begin. The paper will include a transcription of your data, a discussion of the procedures which you used and an analysis and interpretation of the results.

Your paper should include the following:

I. Introduction: General discussion of what you report on in the paper.
II. Methodology:
   A. How you collected the data
   B. Where you collected the data. (Description of setting.)
   C. Who your informants were and what their relation was to each other, etc.
   D. Problems which you encountered.
III. Discussion of data:
   A. Findings: Include definitions and procedures for analysis.

B. Provide examples of your data and how these illustrate your findings.
C. Provide tables or charts if appropriate.

IV. Interpretations of Data and Conclusions

V. Appendix: A transcription of all (or most of your data).

(In the course of the semester, data collection techniques are discussed at length and samples of data collected by students from previous semesters are analyzed together in order to give students some training in simple linguistic analysis.)

I. Reading assignments for Weeks 1 and 2:

Gender Voices: Chapter 1 - "Introduction."

Jespersen, Otto. (1922). Chapter XIII. "The woman" in Language: Nature, Development and Origin. London: George Allen and Unwin Ltd. Pp.237-254. (xeroxed handout.)

Lakoff, Robin. (1975). Language and Woman's Place. (Part I.) Harper and Row. New York. Pp. 3-50. (xeroxed handout)

Consider the following questions: Apply these questions first to Jespersen's writing and then to Lakoff's.

1. What does Jespersen (pronounced "Yespersen") say about the way women speak? What does he say about men? What does Lakoff say about women's speech? What does she say about men? Compile a list of the language features each considers characteristic of women and of men.

2. What does Jespersen (and then Lakoff) base his (her) findings on? How can we evaluate the validity of what each says?

3. Do you agree with the views expressed about the speech of women and of men? Why or why not?

4. Compare the view of women's speech that we get from reading Jespersen and Lakoff. Are their views the same or different?

First class assignment:

Interview ten people, one person at a time, (five women and five men) about female and male speech characteristics. Ask these people whether women and men speak the same way or not; if they think that there are differences, ask them what they think the differences are. Keep a list of the answers. Try to keep track of the approximate age and ethnicity of the people you talk to. Did the people you interview have similar or difference views from Jespersen and Lakoff? What do you think about this?

II. Reading assignments for Week 3:

A. Gender Voices: Chapter 2 - "The voice of authority."

Consider the following questions:

1. In a continuation of our discussion of speech differences between women and men, we want to focus on the notion of "natural" differences as compared with "cultural" or "learned" differences. What does a consideration of voice quality teach us about this distinction?

2. What do the characteristics of men's and women's voices teach us about the relationship between language and gender inequity?

3. List the facts that the chapter outlines about voice qualities associated with women and those associated with men.

B. Sattel, Jack. (1983). "Men, inexpressiveness and power."
In Barrie Thorne, Cheris Kramarae and Nancy Henley, Eds.,
Language, Gender and Society. Newbury House Publishers.
Rowley, MASS. Pp. 118-124. (xeroxed handout.)

Consider the following questions:

1. What is the main thesis of the article? What is it that Sattel tells us about men's inexpressiveness? How does this tie in with what we have read about voice quality of women and men?

2. In your own life, how do you experience "inexpressiveness"? Do you associate it more with women or with men? Is it something that you are conscious of in your conversations with others? Is inexpressiveness something that people can control? Why or why not?

III. Reading assignments for Week 4: (Project descriptions due.)

A. Gender Voices: Chapter 3 - "Accents of femininity: Gender differences in language use."

Consider the following questions:

1. Be prepared to explain the following terms:
    sex-exclusive differences and differences of degree
    social stratification studies
    social networks

2. What are the main findings of the social stratificational studies? Were differences found in the speech of women and men? What sorts of differences? What kinds of explanations were offered for the differences?

3. What are the criticisms of the kinds of studies described in this chapter?

B. Women in Their Speech Communities - Coates and Cameron.
Part One : "Language and Sex in the Quantitative Paradigm."
Chapter 1 - "Introduction" - Deborah Cameron.
Chapter 2 - "Some problems in the sociolinguistic explanation of sex differences," Deborah Cameron and Jennifer Coates.

1. Explain the following terms:

quantitative paradigm
linguistic variable
sociolinguistic pattern

2. In Chapter 2, three main explanations for sex differences in speech are reviewed: conservatism, status, and solidarity. Be prepared to discuss each of these.

3. What are the problems that Cameron and Coates find with the studies which they review? Are their objections the same as the ones described in Gender Voices? Be sure to compare the conclusions of the two reading assignments for this week.

IV. Reading assignments for Week 5:

Nichols, Patricia. (1983). "Linguistic options and choices for Black women in the rural south." In Thorne, Kramarae and Henley, Eds. Language, Gender and Society. Newbury House Publishers. Rowley, MASS. Pp. 89 - 101. (xeroxed handout.)

Gal, Susan. (1978). "Peasant men can't get wives: language change and sex roles in a bilingual community." Language in Society.7:1-16. (xeroxed handout.)

Think about the following:

Both of these articles describe the ways in which specific social conditions can influence the language choices of women and men. Be prepared to discuss the specific details of both of these communities so that we can understand the sorts of things that are at work in language variation. The statistical charts in these articles can be skimmed without its affecting your understanding of the major points in the articles.

V. Reading assignments for Week 6:

A. Women in Their Speech Communities - Coates and Cameron.
Part One : "Language and Sex in the Quantitative Paradigm"

Chapter 3 - "A pragmatic account of women's use of standard speech" - Margaret Deuchar.
Chapter 4 - "The speech of British Black women in Dudley, West Midlands." Viv Edwards.

Ideas to consider:

Both of these chapters continue the discussion which we began last week about the different sorts of interpretations for the speech characteristics of women and men. These articles emphasize the need to consider the details of the social character of the speakers' lives rather than generalize in the abstract about characteristics of women and of men. Outline for yourself the details provided in each of these chapters.

B. Women in Their Speech Communities - Coates and Cameron.
Part One : "Language and Sex in the Quantitative Paradigm" -
Chapter 5 - "Differences of sex and sects: Linguistic variation and social networks in a Welsh mining village." Beth Thomas.

Consider the following:

This is still another example of using the theory of "social networks" to analyze the speech characteristics of women and men. Please note: Chapters 4 and 5 are both discussed briefly in Chapter 1 - "Introduction." You might want to go back to that chapter to situate the readings in a general context.

Assignment:

After reading all of this and based on the discussion from last week, list everything you can find that describes the conflicting reports about women and language change (language innovation) as compared to men and language change/innovation. Remember, we are trying to see if women can be accurately characterized as being more conservative in their language use than men or if they contribute as much (or more) to language change than men do.

VI. Reading assignments for Week 7:

A. Gender Voices: Chapter 5 - "Is Language Sexist?"

1. Define/explain the following terms and concepts and consider the following questions:

linguistic sexism
generic he or man
"marked" form

2. What are the general issues involved in the way our language describes women? What does it mean to say that women are made invisible by the language? What is the difference between natural and grammatical gender? Are the issues of sexism in language different in languages other than English?

Assignment for class discussion:

Make a list of as many words as you can think of that are synonyms for the word woman and for the word man. These should all be "terms of reference" not "terms of address." Include as many off-colored words as you want. The words might fit in the following sorts of sentences: I met a real ---- last night. Go ask that --- over there. What a --- she (he) is!

B. Schulz, Muriel. (1975). "The semantic derogation of women"
In Thorne and Henley, Eds. Language and Sex: Difference and Dominance. Rowley, MASS.: Newbury House. Pp. 64-75.
(xeroxed handout.)

Questions to consider:

1. Define: pejoration (of terms) / label of "primary potency"

2. What is Schulz's main point? What does she think the main cause is for the pejoration of terms for women?

3. Explain Gordon Allport's ideas about prejudice.

VII. Assignments for Week 8:

Continuation of discussion of Chapter 5 in Gender Voices.
Refer to class assignment sheet from Week 7.

MIDTERM EXAMINATION

All of the readings and related questions from the previous seven weeks should be reviewed. Material from class discussions as well as from the readings should be familiar to you. I will assume that you are familiar with the names of the authors whose articles we read or whose work we discussed.

Some exam questions will focus on concepts related to the broad outline of women, men and language. Other questions will be concerned with specific aspects of language which we have studied. Finally, some questions will focus on issues of feminism. Be prepared to answer things in specific detail, not in broad generalizations.

VIII. Reading Assignments for Week 9:

A. Gender Voices: Chapter 4 - "Conversation: The Sexual Division of Labor."

Questions to consider:

1. What are the various "functions" of conversation? What is meant by the "division of labor" in conversation?

2. Describe something of the following topics:
   amount of talk by sex in conversations
   interruptions in conversations
   success in introducing topics
   conversational support in conversations

3. What is the difference between identifying features of conversations between mixed-sex pairs and features of conversations between same-sex pairs?

4. What is the difference between the two explanations for what takes place in conversations between women and men: the "two-cultures" model and the "power or dominance " model?

B. Women in Their Speech Communities. Begin Part II - "Language and Sex in Connected Speech. " Chapter 6 - "Introduction". (You may want to start Chapter 7 - "Lakoff in context: The social and linguistic function of tag questions" (Cameron, McAlinden and O'Leary), although we will not get to discuss this until next week.)

Questions to think about for Chapter 6:

1. Review the meanings of the following terms:
   the ethnography of communication
   communicative competence
   speech event
   connected speech
   dominance vs. difference approach to cross-sex communication

form versus function
competitiveness
cooperativeness

2. Review the conclusions on page 73.

IX. Assignments for Week 10:

Review all of the readings from week nine. Be sure that you have read both chapters carefully because you are going to need the information in these chapters for the assignment given below.

Record a conversation that you and one or more of your friends are having. Tell the other people that you are taping them but try very hard to get natural sounding conversation. Just set up the tape recorder and leave it running for as long as you can. (It is best to use at least a 60 minute tape so that you have 30 uninterrupted minutes on one side.)

Describe in a written statement, who the participants are, what the setting is, what the relationship is between/among the participants, what is going on at the time - i.e. what the speech event is, etc. Is this an intimate conversation? Where are the people at the time that they are talking; how long and how well do they know each other?

Transcribe a full three minutes of the conversation about half-way into the tape. Pick a section that sounds especially natural to you. Write down every single word that you hear and show when the speaker changes. (Follow the transcription guides at the end of either text or use your own conventions for transcribing, with an explanation of what you have done.)

Formulate a hypothesis about the interaction. What is going on? How does this show up in the language used? Talk about such things as topic control, interruption patterns, use of questions, special in-group vocabulary, instances of what appears to be "dominance" or power plays, hedges, use of you know, etc. Your description should be of the whole conversation but only try to transcribe a short section. Use specific examples from the transcribed section to illustrate the points that you wish to make.

X. Reading Assignments for Week 11:

A. Fishman, Pamela Fishman. (1983). "Interaction: The work women do." In Thorne, Kramarae and Henley, Eds. Language, Gender and Society. Newbury House Publishers. Rowley, MASS. Pp. 89-101. (xeroxed handout.)

West, Candance and Don Zimmerman. (1983). "Small Insults: A Study of Interruptions in Cross-sex conversations between Unacquainted Persons." In Thorne, Kramarae and Henley, Eds. Language, Gender and Society. Newbury House Publishers. Rowley, MASS. Pp. 103-117. (xeroxed handout.)

Questions to consider:

1. What specific points does Fishman make about the work that women do in conversations as compared to men? Make a list of these. How does she interpret her findings?

2. What do West and Zimmerman say about interruptions in cross-sex conversations? How does this study compare with their earlier study of interruptions between "acquainted" people. Explain their approach to analyzing conversation.

B. Women in Their Speech Communities. Read in Part II - "Language and Sex in Connected Speech" - Chapter 7 - "Lakoff in context: The social and linguistic function of tag questions" (Cameron, McAlinden and O'Leary.)

Questions and ideas to think about: (Review Chapter 6 in thinking about these questions.)

1. The approach taken in this article is quite different from the one taken in the last few things that we have read. What is the emphasis taken here?

2. What are the criticisms that Cameron et al make of the earlier work that has been done?

3. Be sure that you understand the meaning of the words form and function as they are used in this article.

WORK ON YOUR PROJECTS!

XI. Reading Assignments for Week 12:

A. Review the reading in Women in Their Speech Communities. from last week. Chapter 7 - "Lakoff in context: The social and linguistics function of tag questions." (Cameron, McAlinden and O'Leary.)

Freed, Alice F. and Alice Greenwood. (1993). "An Examination of 'you know' in same-sex Conversation." Paper read at the annual meeting of the American Association of Applied Linguistics. Atlanta, GA. (xeroxed handout.)

Questions to consider:

1. What are the findings about you know from this study?

2. What do we learn about the importance of context in studying the speech characteristics of women and men? (Relate this question to our discussion of Chapter 7.) How does this force us to reevaluate the approaches taken in earlier studies?

B. O'Barr, William and Bowman K. Atkins. (1980).'"Women's language' or 'powerless language'?" In Sally McConnell-Ginet, Ruth Borker and Nelly Furman, Eds. Women and Language in Literature and Society. New York: Praeger. Pp. 93-110. (xeroxed handout.)

1. What is the underlying hypothesis of this article?

2. How does the approach used is this study differ from the one taken by Lakoff? What are the authors' conclusions?

3. How do these conclusions relate to the conclusions reached by Cameron, McAlinden and O'Leary in "Lakoff in context..." - Chapter 7 of Women in their Speech Communities? In particular, compare the work here with the study of tag questions used between unequal partners discussed in that chapter.

C. Goodwin, Marjorie Harness. (1980). "Directive-response speech sequences in girl's and boy's task activities." In McConnell-Ginet, Borker and Furman, Eds. Women and Language in Literature and Society. New York: Praeger. Pp. 157-173. (xeroxed handout).

1. What is the underlying hypothesis here?

2. This article is cited as providing evidence for the "two-cultures" model of gender differences in speech. Do you think that it provides evidence for this theory?

3. What does Goodwin say about the girl's ability to use different kinds of speech?

WORK ON YOUR PROJECTS Prepare questions about your data analysis.

XII. Assignments for Week 13:

TERM PROJECTS ARE DUE

Readings Assignments:

A. Maltz, Daniel and Ruth Borker. (1982). "A cultural approach to male-female miscommunication." In Gumperz, Ed. Language and Social Identity. Cambridge: Cambridge University Press. Pp. 196-216. (xeroxed handout.)

Questions to think about:

1. What is the general thesis of this work? How is it different from the interpretations given by other researchers whose work we have read so far? What do you think of this approach?

2. What does cross-cultural communication (or miscommunication) refer to? Do you think that women and men belong to two different cultures in the USA?

3. How is female communication characterized? What about male communication?

B. Women in Their Speech Communities - Chapter 8 - "Gossip revisited: Language in all-female groups." Jennifer Coates.

Questions to consider:

1. What is the significance of the work on gossip? How is gossip defined? What does it teach us about women's language?

2. Define "cooperativeness" as used in this work.

3. Describe how interruption is analyzed. How does it differ from Zimmerman and West's view of interruption?

XIII. Reading Assignments for Week 14:

Women in Their Speech Communities - Chapter 9 - "Talk control: An illustration from the classroom of problems in analyzing male dominance of conversation." Joan Swann.

Questions to consider:

1. What problems of interpretation does Swann outline in regard to characterizing the speech of all women or all men? List these.

2. How do these points relate to language used in a classroom setting? What are the characteristics of language behavior which Swann describes in relation to girls and boys in the classroom?

3. What are the implications for issues of male dominance and for issues of classroom management?

Term project presentations will begin in the second part of this week. Schedules will be distributed in advance.

Be prepared to give a ten minute presentation about your project. What did you do your project on?; how did you collect the data? What did you find out about the language used by women and by men? How did you interpret your results? If you choose to, you have make charts or use hand-outs for your presentation. Five minutes will be reserved for questions.

Representative topics are:

Talk between waitresses and diners at a diner.
Talk at a counter of a deli.
Ordering food at a luncheonette.
Ordering pizza.
Talking with a receptionist.
Dialing wrong numbers.
Buying lottery tickets.
Verbal exchanges at the registrar's office.
Nursery school children.
Asking for the time.
Talk at a ticket window of a movie theatre.
"Could I borrow a cup of milk?" in a dorm.
Asking for directions.
Survey - Presidential Politics (Gays in the military).
Survey -" What do you think of this picture?"

XIV. Assignments and overview of Weeks 14 and 15

Presentation of students' class projects will take place for the last two weeks of class.

Final Reading assignments

Gender Voices - Chapter 6 - "Language, communication and

consciousness."
Gender Voices - Chapter 7 - "Linguistic intervention."

Ideas and questions to consider:

1. In what way can language play a role in "reproducing and constructing ideologies which are oppressive to women?" The authors take the position that we reproduce and recreate social reality -- in particular one that perpetuates gender inequality and oppresses women -- in our daily spoken interactions. They say that the inequality is not just "encoded" in the language but enacted by the speakers who use the language. Explain what this means.

2. What are the sorts of "linguistic intervention" that the authors describe? What is their effectiveness? In what context must these suggested forms of intervention be considered?

FINAL EXAM WILL BE GIVEN DURING FINALS WEEK

REBECCA D. FREEMAN, University of Pennsylvania

Language in Education Division
Graduate School of Education
University of Pennsylvania
3700 Walnut Ave.
Philadelphia, PA 19104

(215)898-5937 (office)
(410) 788-4404 (home)

To Others Teaching Language and Gender:

In this letter, I will briefly describe my goals in teaching a course on Language and Gender, the students I have, the reason for the approach I adopted, problems I have had, and solutions I have come up with. Spring 1993 was the first semester I have ever taught this course, and I have been experimenting with course design. I look forward to talking with others who are struggling to teach a course in such an interdisciplinary field, because it seems to me that interdisciplinary work that aims for social change requires a new pedagogical approach.

Goals:
* make students aware of the role of language in defining people relative to each other so that they will then be able to use language to position themselves and each other more equitably. To accomplish this, I wanted to encourage students to look critically at contexts they were involved in on a regular basis.

* give students an idea of major issues in the field including a critical look at 1) representations of women (and other underrepresented groups) in a variety of contexts, traditionally by men, more recently by feminists as a reaction against traditional patriarchal representations, and even more recently by underrepresented feminists as a reaction against traditional feminist representations; 2) binary categorizations, how else might we talk about gender, i.e. as a continuum?; 3) language in interaction: difference and/or dominance: e.g. men and women in conversation, women's/men's language, powerful/powerless language, women in conversation with women, 4) strategies for individual and social change. This list is by no means exhaustive.

* provide students with an introduction to tools they would need to conduct their own research. This would include at least field-based research, experimental designs, and written text analysis. I wanted to expose them to discourse analysis (including narrative, conversation, written texts, metaphors, attitudes/stance/ideology, positioning, etc.), so that they would know what kinds of analysis they could do. Each student then would have to do some kind of discourse analysis in their project. I wanted to emphasize creativity in methodological approach in order to attempt to resolve some of the problematic areas, i.e. what do we mean by context?, by power?, how do we relate micro and macro levels?, how do we account for the interaction of gender and culture? etc.
etc.

Students:
I knew that the majority of my students would be graduate students. I assumed that some, but not all, would have a background in linguistics. In addition, I assumed that each student would have some background academic, professional, and personal experiences

that we would want to draw on. As it turned out, I had twenty five students who represent a variety of cultural backgrounds: four undergraduates, mostly masters level students of TESOL and Intercultural Communication, a few doctoral students in Educational Linguistics, and a few graduate students from other departments. About half of the students had done some discourse analysis or conducted some original fieldwork.

Approach:
Since there has been a tremendous amount of work done on Language and Gender in sociolinguistics, social psychology, anthropology, social theory, literary criticism, etc., I knew that any attempt to cover the content of the field would be impossible. At first, I was having a very difficult time deciding on course readings, because I was always leaving out something crucial. Then the reading list was beginning to become overwhelming. I was also reluctant to choose which was "the most important", because what is the most important to me may not be the most important to my students.

Because of the scope of the field and my goals for the course, and my assumption of the students' diverse backgrounds and goals, I decided to take a cooperative learning approach and organize the course around the students' interests. I selected the texts for the course because they represent a wide range of issues, theories and methodologies, and have extensive bibliographies. The syllabus is in two parts, and is self-explanatory for the most part.

Comments:
Generally, I think this approach has worked quite well. I want to mention a few things that I did which the syllabus doesn't emphasize, and also point out a problem that I encountered.

I asked the reference librarian to organize a special session for our class when I got the students' preliminary ideas for projects, which worked beautifully. The librarian put together an hour and a half presentation, in which she showed the students how to research their topics on the library computer system. She also introduced the students to special resources for Language and Gender. This session provided the students with the means (including confidence) to generate their parts of our syllabus (the student-generated syllabus is clearly explained on the syllabus). If you have this service available at your library, I highly recommend it.

I strongly recommend the student-generated syllabus. The students seemed to enjoy taking on the responsibility, and have done a great job. Organizing the course this way really changes the student -teacher role relationship. They assigned me readings, and they lead the discussions. My job is to make sure they have covered the issues that I want them to cover without dominating the discussion, and to help them synthesize issues (the synthesis papers help in this part too). Teaching like this is a challenge, but the students are much more involved in their work and in the class discussions.

The only problem I've really had is getting the students to understand what group facilitation means. Although I clearly told them that I don't want them to report on their individual projects and summarize individual readings (because we don't have time - there are too many students), and that I wanted them to work together to use their projects and readings to help them facilitate our exploration of the larger group theme, they seem to resist working as a group. I'm not sure if I need to require group products (more than just the facilitation) in order to get group process, or if I just need to be more explicit and provide them with more concrete ideas of options available to them. Any suggestions for how to get groups to work as groups without too much teacher imposition would be greatly appreciated.

Language and Gender Syllabus: Part I

Course Schedule: Mondays 2-4.
Professor: Rebecca Freeman

Course Description: A critical investigation of the relationship between language, gender, and social structure which explores the role of language in reflecting and perpetuating gender inequities, as well as the potential of language for challenging and transforming gender relations. Students' ongoing discourse analytic projects are integral to our exploration of issues related to sexism in and through language. Implications for individual and social change are emphasized.

Course Requirements:

I. Project: By the end of Part 1, "Issues, Theories, and Methods: An Overview", each of you will have selected an issue that you want to investigate in more detail. You can work individually or in groups. At that point in the semester, please submit a PRELIMINARY description of the issue you would like to investigate, and the kind of approach you would like to take. Your projects will then form the basis for our course.

II. Research Proposal: By the end of Part 2, "Methodological Approaches", each of you will submit a research proposal that includes a problem statement, brief literature review, and an outline of your methodology (data collection and analysis). Please include discussion of any problems you are having or anticipate having, and a general schedule so that you can be sure to allow enough time to complete the project.

III. Syntheses. Based on your preliminary proposals, I will divide the course into three to five sections that correspond with your interests. Let's say, for example, that several students are interested in investigating some issue related to Language Socialization. There will be a section of our syllabus (to be organized when I receive your preliminary proposals) dedicated to Language Socialization. At the end of the section, each of you will be responsible for writing a 2-3 page synthesis of your thinking in response to the articles we read, the issues we discuss, your life experiences, your project etc.

Each synthesis will be due the week following the end of a section so that you will have opportunity to reflect and integrate. Your syntheses and my responses will then become a kind of dialogue journal between student and teacher.

IV. Group Discussion Facilitation: As mentioned above, when each of you proposes an idea of the issue you would like to research for your project, I will organize the course into sections. Each of you investigating an issue related to, e.g, the section on Language Socialization (if there is one), will form a group who will be responsible for facilitating our exploration of that section. At that point, your group can decide which readings from our texts or outside readings you want to include. I will then provide a new syllabus that outlines the course.

Your group will get together and organize your group facilitation. While there is a lot of flexibility in how your group approaches this task, there are two requirements:
Each group must work together as a unit to facilitate the class's understanding of the general theme (as opposed to individual presentations of a reading and of each project), and each group must bring data to help the class explore the issue. Outside of these requirements, you could, for example, raise questions about the readings, talk about

further reading you are doing, your own experiences, your research projects etc. Your group will decide together how to best approach the issues/data you are working with in more detail in order to facilitate all of our learning.

Required Texts:

Cameron, Deborah (ed.). 1990. The Feminist Critique of Language. NY: Routledge.

Coates, Jennifer. 1986. Women, Men and Language. New York: Longman.

Todd, Alexandra Dundas and Sue Fisher (eds). 1988. Gender and Discourse: The Power of Talk. Norwood, NJ: Ablex Publishing Company.

Thorne, Barrie, Cheris Kramerae and Nancy Henley (eds.). 1983. Language, Gender and Society. Rowley, Massachussetts: Newbury House Publishers.

Course Schedule:

PART I: ISSUES, THEORIES, AND METHODS: AN OVERVIEW
Week 1: Introduction to the course and to each other.
Week 2: Issues, Theories and Methods : An Overview.
Readings:
Cameron-Introduction: Why is Language a Feminist Issue?
Coates- Part One: Introductory.
Todd and Fisher-Intro: Theories of Gender, Theories of Discourse.
Thorne, Kramerae and Henley- Introduction, and A Second Decade of Research.

* Please bring approximately five questions to class. The questions can be about the readings specifically, or about observations you've made that the readings stimulated. Your questions will help me see how you are relating to the reading, and will form the basis for our next class discussion.

Week 3: Continued discussion of Issues, Theories and Methods

* Please hand in your PRELIMINARY idea for your project.

PART II: METHODOLOGICAL APPROACHES

Week 4: Library Tour

First hour: Generate individual and group bibliographies.
Second hour: Divide into groups and beginning discussing readings/approaches for your group facilitation. You only need to pick a few articles (e.g. 2-4) for the entire class to read and discuss. For the facilitation, your group is encouraged to draw on your individual projects, and help the entire class synthesize the ideas that you cover.

Week 5: Methodology Part 1: Field based design.
Readings: In T, K & H: Nichols, Fishman
In Todd and Fisher: Davis, Goodman
Coates: finish book.

Goal of discussion: a critical look at methodology. Some discussion of issues is fine, but not the primary focus at this point. To be facilitated by students with experience in these aproaches.

Week 6: Methodology Part 2: Experimental Design
Readings:
In T, K & H: McKay
McConnell-Ginet
West & Zimmerman
Berko-Gleason

Week 7: Written Text Analysis:
Readings:
In T, K & H: Penelope & Wolfe
In Todd & Fisher: Cultural Discourse
Institutional Discourse

Read a few of the readings in either Cultural Discourse or Institutional Discourse. Try to pick ones that look the most relevant to your project.

DUE: Group Syllabus: required and recommended readings.

Week 8: Research Design small group workshop.

Bring Research proposal to class.

For the majority of the class, you will work in pairs or small groups to discuss your research design and any problems you may be having. I will give back the group generated syllabus, and we'll get ready for facilitation of topics.

Week 9: BREAK!

Language and Gender Syllabus: Part 2

After the syllabus, you will find a brief description of each of your projects. Please use each other as resources in working on your projects in any way you can.

Week 10: Group Facilitation 1
Naming and Representation Part 1: In the Medical Profession
Facilitated by Lisa, Jody, Brenda, and Heidi.

Readings:
Binion, Victoria Jackson. 1990. "Psychological Androgyny: A Black Female Perspective." in Sex Roles, vol. 22, nos. 7/8, pp. 487-506.

Brown-Collins, Alice and Deborah Ridley Sussewell. 1986. "The Afro-American Woman's Emerging Selves." in The Journal of Black Psychology, vol. 13, no. 1, pp. 1-11.

Stone, Linda. 1992. "Cultural Influences in Community Participation in Health." in Social Science Medicine, vol. 35, no. 4, pp. 409-417.

Ussher, Jane. 1991. "Madness and misogyny: My mother and myself." in Women's Madness: Misogyny or Mental Illness? Amherst: University of Massachusettes Press. pp. 3-15.

Week 11: Group Facilitation 2

Naming and Representation Part 2: Other Areas of "High Culture"
Facilitated by Rae, Karen, Kate M., Rebecca, and Nacha.

Readings:
Required
In Cameron: Schultz (pp. 134-147)
Kramarae and Treichler (pp. 148-159)
Elgin (pp. 160-163)
In Todd and Fisher: Penelope (pp. 255-273)
Recommended
In Cameron: Hofstadter (pp. 187-196)

Week 12: Group Facilitation 3
Cross Cultural Perspectives
Facilitated by Ellen and Noriko

Readings:
Required
deAnda, Diane. 1984. "Bicultural Socialization: Factors Affecting the Minority Experience." in Social Work, March-April 1984.

Hong Kingston, Maxine. 1975. "A Song for a Barbarian Reed Pipe." in The Woman Warrior. Vintage International. pp. 163-209.

Inn, Kalei. "Assessment of Self-Concept: Bilingual Asian-American Children." in Asian and Pacific American Perspectives in Bilingual Education. M. Chu-Chang (ed.).

Schweickart, Patrocinio. 1986. "Reading Ourselves: Toward a Feminist Theory of Reading." in Gender and Reading, E. Flynn and P. Schweickart (eds.), The Johns Hopkins University Press. pp. 31-62.

Recommended
Chan, Sucheng and Ling-Chi Wang. "Racism and the Model Minority: Asian-Americans in Higher Education." in The Racial Crisis in American Higher Education. P.G. Altbach and K. Lomotey (eds.).

Chow, Esther Ngan-Ling. "The Feminist Movement: Where are all the Asian American Women?" in Making Waves.

Faithorn, Elizabeth. 1986. "Gender Bias and Sex Bias: Removing Our Cultural Blinders in the Field." in Self, Sex and Gender in Cross-Cultural Fieldwork. T. Whitehead and M. Conaway (eds.), University of Illinois Press. pp. 275-288.

Gibbs, Jewelle Taylor and Gloria Moskowitz-Sweet. 1991. "Clinical and Cultural Issues in the Treatment of Biracial and Bicultural Adolescents." in The Journal of Contemporary Human Services.

Smith-Hefner, Nancy. 1990. "Language and Identity in the Education of Boston-Area Khmer." in Anthropology and Education Quarterly, vol. 21, pp. 250-268.

* Synthesis 1 Due.

Week 13: Group Facilitation 4
Interaction Part 1: In the Classroom
Facilitated by Ako, Rachel, Julie, Kristin, and Kate L.

Readings:
Required
"Sexism in the Schoolhouse." in Newsweek, February 24, 1992.

"Sexism in the Schoolhouse." in U.S. News and World Report, March 9, 1992.

Judd, Eliot. 1983. R"The Problem of Applying Sociolinguistic Findings to TESOL: The Case of Male/Female Language." in Sociolinguistics and Language Acquisition. N. Wolfson and E. Judd (eds.), Newbury House.

Tannen, Deborah. 1992. "How Men and Women Use Language Differently in Their Lives and in the Classroom." in The Education Digest.

Wolfson, Nessa. 1989. "Language and Sex." in Perspectives. pp. 162-187.

Recommended
Bem, Sandra and Daryl Bem. 1973. "Does Sex-biased Job Advertising 'Aid and Abet' Sex Discrimination?" in The Journal of Applied Social Psychology, vol. 3, no. 1, pp. 6-18.

Week 14: Group Facilitation 5
Interaction Part 2: In Conversation
Facilitated by Hae Sook, Hi Jean, Kim, and Miriam.

Readings:
Holmes, Janet. 1990. "Politeness strategies in New Zealand women's speech." in New Zealand Ways of Speaking English. A. Bell and J. Holmes (eds.), Multilingual Matters Ltd. pp. 252-276.

Shapiro, Johanna, Ellen McGrath and Raymond Anderson. 1983. "Patients', Medical Students', and Physicians' Perceptions of Male and Female Physicians." in Perceptual and Motor Skills, vol. 56, pp. 179-190.

Simkins-Bullock, Jennifer and Beth Wildman. 1991. "An Investigation into the Relationship Between Gender and Language." in Sex Roles. vol. 24, nos. 3/4, pp. 149-160.

Week 15: Language and Gender Synthesis.
Class discussion which will synthesize what we have covered, and emphasize issues and methods for future research.

* Synthesis 2 due.

* Final project due.

STUDENT PRELIMINARY TOPIC LIST: ARRANGED BY GROUPS

Group 1: Naming and Representation in the Medical Field.
Lisa: Representations of childbirth in midwive's texts as compared to physician's texts.
Brenda / Heidi: African-American women in conversation about their bodies.
Jody: Women and depression.

Group 2: Naming and Representation in other areas of "High Culture"
Rae: Compare New Church publications and sermons during three periods for representation of Lillian Beekman, a controversial woman in the church.
Karen: How are women represented in rap music?: A comparison of male and female rappers.
Kate M: Feminist Dictionaries: A comparative study.
Rebecca: Gender representations in advertising.
Nacha: Representation of women in the original and most recent Peruvian constitutions. A critical look.

Group 3: Cross-Cultural Perspectives
Ellen: Beliefs and practices about literacy, gender, and culture among two generations of women in two Cambodian families. How the women view themselves and their emergent literacies.
Noriko: Japanese-American women's stories about growing up biculturally with respect to gender identity.

Group 4: Interaction Part 1: In the Classroom
Ako: Gender relations in a Wharton Business School class.
Rachel: Differences in the way men and women speak out in class; the comments they make, questions they ask, how they form their questions, and teacher's responses in an Arts and Science class.
Julie: How teachers and ESL texts deal with sexism in language. How are the teachers and curriculum practicing or avoiding sexist language use.
Kristan: Looking at language socialization of ESL kindergarten students in ESL classes with respect to gender identity; among students at play and/or in official classroom.
Kate L: One intermediate speaking/listening in ESL class. Possibly looking at politeness phenomena.

Group 5: Interaction Part 2: In Conversation
Hae Sook: Gender differences in language use among Korean couples.
Hi Jean: Relationship between changes in Korean social structure and women's language use in conversation.
Kim: Male/Female doctors' language use with patients.
Miriam: Gender differences in politeness strategies in conversations with members of two New Zealand communities.

Linguistics 2400
Dr. Barbara Fox
Spring 1993

University of Colorado
Dept. of Linguistics
Campus Box 295
Boulder, CO 80309

OFFICE HOURS: MW 8-10 AM, and by appointment
OFFICE: WOODBURY 404, 492-6305

Language and Gender

GOALS: To make visible the unseen but ever-present force of language in one's life as a gendered person, including how categories of language and communicative habits shape one's beliefs about one's self and others.

Required Text: Graddol, David and Swann, Joan. Gender voices.

Questions that the class will address include:
--Do men and women speak differently? If so, in what ways?
--What kinds of distinctions in languages are made between men and women (for example in vocabulary)?
--What do these differences (if they indeed exist) mean for the lives of men and women in various societies?
--How do societies differ in the role of language in creating gender roles?
--Why do languages and language users make the kinds of distinctions discussed above (if they do)?
--How is gender related to power, socio-economic class, and race in different societies with regard to language use?

REQUIREMENTS: 2 midterms (15% each) = 30%
1 final = 20%
homework = 20%
project = 20%
attendance = 10%

Students are required to read the assigned textbook and any assigned photocopied articles.

The project is a group assignment (FIVE people per group). The written version of this project will be due the last day of class; your group will give an oral presentation of the project during the last two weeks of class. Each group's oral presentation will be 15 minutes long. The project will be a piece of original research that involves you exploring one of the topics of the class by observing, surveying, or interviewing people (or traces of their behavior) in the Boulder/Denver area, or by conducting library research on a topic relevant to the class. The written report of the project should be 5-8 pages (typed). Your group should get my approval for your project before starting the research.

Students will be asked to think critically about all of the readings, especially with regard to the possibility of author's bias.

Make-Up Exams: Students who are unable to take the midterms at the scheduled time will be allowed to take a make-up exam (1) if they give the instructor 2 weeks prior notice, or (2) you have a written excuse from a doctor (or some other authority).

January	13	Introduction	
	15	Sex and Gender, Race and Gender	[chapter 1]
	18	NO CLASS (MLK DAY)	
	20		
	22	Lexicon	[chapter 5]
	25		
	27		
	29	Pronunciation	
			[chapter 2]
February	1		
	3		
	5	Morphology and Syntax	[chapter 3]
	8		
	10		
	12	MIDTERM #1	
	15	Discourse Strategies	[chapter 4]
	17		
	19		
	22	Gender, Race, Socio-economic class	
	24		
	26	Language in Institutional Settings	[chapter 6]
March	1		
	3		
	5	MIDTERM #2	
	8	[open]	
	10	[open]	
	12	Parent-Child Interactions	
	15		
	17	"Passing" as the other gender	
	19		
	22-26	SPRING BREAK	
	29	Humor and Gender	
	31		
April	2	NO CLASS	
	5	PROJECT REPORTS	
	7		
	9		
	12		
	14		
	16		
	19		
	21		
	23		
	26		
	28		
	30		
May	3	Review	

English 103B: Varieties of English

Randy Allen Harris; raha@watarts.uwaterloo.ca
English, University of Waterloo, Waterloo ON N2L 3G1 Canada

Winter 1993; Tuesday & Thursday, 4:00-5:30 PM; ML 349

Randy Harris Hagey Hall 247, x5362 Home phone (Moffat): (416) 854-1172 E-mail: raha@watarts Hours: Thursday and Friday, 10:00-11:30; or whenever you can catch me.

Course epitome: We will look at some of the various styles, textures, and dialects of English. Language is a mental phenomenon (you keep it between your ears) and a social phenomenon (you use it by passing it on to other ears and eyes). We will attend almost entirely to the social dimensions of language, which serve two complementary purposes: cohesion and power. People use language to bring them close to others, and to distance themselves from others by exercising or resisting power. Through most of the course, we will examine how English is used for bonding and dominating, but we will also look briefly at another language, Laadan, and at poetry.

Required Texts:
Bailey, Images of English
Lakoff and Turner, Morethan cool reason

Requirements:

Midterm (11 February)	30%
Paper (due 1 April)	30%
Final	40%

Rules of the game: No late assignments will be accepted, no extensions will be granted, and no incompletes will be awarded, without very strong reasons. Please have all readings done before class.

Week	Topics Readings: Bailey, Lakoff & Turner
1	Overview: Language as power
2	A cultural history of English 1, 2, 3
3	4, 5, 6
4	7, 8, 9, 10
5	English dialects
6	Midterm
	Study Break (1-10?) (1-4?)
7	English registers
8	Gender and language
9	Laadan
10	Conceptual metaphors in poetry 1, 2
11	3, 4
12	Review and discussion

Some Comments on teaching "Language and Gender" at Stanford, Winter 1991
Bonnie McElhinny

In my first year of graduate school (1987-1988), Penny Brown was visiting Stanford and taught a course on language and gender--for undergraduates. I took that course then, but remained uncertain about whether one could be taken seriously as a linguist while undertaking studies of language of gender. After a leave of absence devoted to earning a master's degree in a field where feminist approaches are a central theoretical paradigm (English literature) I returned to linguistics heartened, believing that the relative lack of attention to gender as a social category presented an opportunity for doing original work rather than a professional deadend. Upon returning to Stanford I decided to write a dissertation devoted to some aspect of the linguisic construction of gender, and I submitted a proposal to the linguistics department faculty for a course I wanted to teach to undergraduates on language and gender. Shirley Brice Heath supported my interest, and followed out one of her own, by offering to co-teach the course, and we co-designed the course whose syllabus is attached. Language and Gender has since become a regular offering in the Stanford linguistics department

We decided to survey the history of the development of scholarship on language and gender, and consider contemporary approaches to its study in anthropology and linguistics, with a particular focus on gender and linguistic diversity within the United States. An important part of the course was the attached set of fieldwork exercises that the students themselves conducted. Using tapes and transcripts they made of conversations with peers, the students retested previous authors' claims about how men and women use interruptions, hedges, tag questions, profanity and vernacular phonological features. These exercises were more than the usual problem sets designed to allow students to replicate experts' findings, since asking students to consider for themselves the complexity of how language is used in social interaction turned out to be a way to empower them to question the methodological and theoretical assumptions made by earlier scholars in studies of language and gender. In many cases the students' conclusions didn't agree with the linguists' previous findings--not only because the students were studying a different group, but because the linguists assigned a single meaning to a form which students discovered on investigation of their own tapes was capable of meaning many things. For instance, among friends simultaneous talk and interruptions more often marked intimacy and solidarity than the domination of another that it has often been assumed to represent by sociolinguists.

Students began to question 'expert' findings and assumptions. For instance, students would find too that gender wasn't always the only, or most important, social characteristic that explained the patterns of interactions they had taped--though many sociolinguistic studies bent on examining gender differences do ignore other contextual, social and psychological factors influencing language use. Often, students would say, "But in MY data the most important difference isn't between men and women, but between this senior and this freshman, or between these two women with different personalities, or between the femininst and the non-feminist." Thus the participant structure of our classroom was changed from the traditional one of instructors-to-students to one where students shared data with one another, as developing experts on a given topic. Having their own data also empowered students to ask questions of the articles they were reading, and of us. One student who approached me at the end of the semester said that she would never gain read anything--academic article or otherwise--and assume that she could simply accept what she was reading there. Helping students towards this sort of critical reading, and to find ways to develop their own opinions, seems to me one of the most important goals in teaching undergraduate and graduate students.

Much feminist research, and many courses taught by feminists (including courses on language and gender), focus on the ways that women's behavior is devalued. Although these studies and these courses, by their very nature, are a protest against such devaluation, they fail to document the ways by which the women described offer their own, positive interpretations of their own actions, the ways they contest hegemonic interpretations, and the ways that negative interpretations change, and so they seem to suggest that feminist protest is largely located in the academy. For the students in our class, the crosscultural description of gender description and women's devaluation often seemed overwhelming. Though we discussed importance differences between societies, they tended to focus instead on what seemed to them to be a sexism so deep-seated and comprehensive so as to be virtually incontestable. For this reason, I think, many of them were very enthusiastic about the exercise on language and sexism. It seemed like a place where change was possible. For many students, examining the transcripts of their peers also made it impossible not to ask questions about signs of resistance and multiple interpretations and the resulting changes in their own, and other, speech communities. The students' own work, then, served as a jumping-off point for a critique not only of prevailing stereotypes of women's speech in some of the cultures we studied, but of some of those present in the academic literature as well. I take students' active participation and empowerment in a classroom to be one distinctive feature of a feminist pedagogy. Marcia Westkott notes that often "Women's devaluation and the consequences of this devaluation are reinforced by a social science which records these conditions while systematically ignoring alternative possibilities." A feminist social science, and a feminist pedagogy too, should not be just a doleful catalogue of facts about oppression and discrimination, but should also serve as an opposition to such facts by identifying alternative interpretations, by recognizing resisting groups and individuals, and by denaturalizing existing ideologies about gender.

Bonnie McElhinny

LANGUAGE AND GENDER
Anthropology 171/Linguistics 154--Winter 1991
Stanford University
Instructors: Shirley Brice Heath and Bonnie McElhinny

TEXTS:
Coates, Jennifer. 1986. *Women, Men and Language* (London: Longman).
Philips, Susan, Susan Steele and Christine Tanz (eds.). 1987. *Language, Gender and Sex in Comparative Perspective* (Cambridge: Cambridge University Press). (REFERRED TO BELOW AS PST).

From time to time, readings on reserve in the library will also be assigned. You will also be asked to read parts of Tannen 1990 (*You Just Don't Understand: Women and Men in Conversation*). Some copies of this New York Times discounted bestseller are available in the bookstore.

REQUIREMENTS:
(1) 60%--SIX PROBLEM SETS due on dates indicated in the problem set packet. No papers will be accepted beyond the week in which sets are due.

(2) 40%--Choice between a FINAL EXAMINATION and a 10-15 page FINAL PAPER using course readings on a topic of student choice.

(3) 10%--Each Tuesday, beginning Jan. 15, a one-page summary of the readings of the week. These will not be graded, but they will be checked off, and occasionally shared with other class members to stimulate discussion. Note that these are in effect bonus points.

COURSE ASSIGNMENTS AND TOPICS:

JANUARY: Overcoming the stereotypes of language; deciding how to study language and gender; reconsidering the norms and expectations of mainstream culture; the power of the media; sorting facts from fictions.

Jan 8 and 10

Coates, Part 1: "Language and Sex", "The Historical Background: Folklinguistics and the Early Grammarians", "The Historical Background: Anthropologists and Dialectologists".

Spacks, Patricia Meyer. 1985. "Chapter 2: Its Reputation" from *Gossip* (Chicago: Univ. of Chicago Press), pp. 24-46.

Lakoff, Robin. 1975. *Language and Woman's Place* (NY: Harper), pp. 8-19.

Lakoff, Robin. 1990. "Chapter 11: Why Can't a Woman be Less Like a Man?" in *Talking Power: The Politics of Language* (NY: Basic Books), pp. 198-214.

Selections from Tannen, Deborah. 1990. *You Just Don't Understand: Women and Men in Conversation* (NY: William Morrow Co). See especially Chapter 2).

View Film "Killing Her Softly."

Jan 15 and 17.

PST, Introduction.

Holmes, Janet. 1986. "Functions of you know in women's and men's speech" *Language in Society* 15:1-22.

Ochs, Elinor. 1979. "Transcription as Theory" in Elinor Ochs and Bambi Schieffelin (eds.), *Developmental Pragmatics* (NY: Academic Press), pp. 43-43-72.

Jan. 22 and 24.

Coates, Part 2: "Quantitative Studies", "Social Networks", "Sex Differences in Communicative Competence."

Eckert, Penelope. 1988. "Adolescent Social Structure and the Spread of Linguistic Change" *Language in Society* 17:183-207.

Jan. 29 and 31.

PST, Chapter 4: "A diversity of voices: Men and Women's Speech in Ethnography Perspective" (Joel Sherzer).

Johnstone, Barbara. 1988. "Gender and Power in Midwestern Personal Storytelling" Paper presented at Discourses of Power conference, Tempe AZ, Oct. 1988.

FEBRUARY: Gender, language and ethnicity in the U.S.; contrasting men and women in talk across cultures

Feb. 5 and 7.

Heath, Shirley Brice. 1983. "Chapter 5: Oral Traditions" in *Ways with Words: Language, Life and Work in Communities and Classrooms* (Cambridge: Cambridge Univ. Press), pp. 149-189.

Medicine, Bea. 1987. "The Role of American Indian Women in Cultural Continuity and Transition" in Joyce Penfield (ed.), *Women and Language in Transition* (Albany: SUNY Press), pp. 159-166.

Zentella, Ana Celia. 1987. "Language and Female Identity in the Puerto Rican Community" in Joyce Penfield (ed.), *Women and Language in Transition* (Albany: SUNY Press), pp. 167-179.

Moonwomon, Birch. 1986. "Towards a Study of Lesbian Speech" in *Proceedings of the First Berkeley Women and Language Conference* 1985, pp. 96-107.

Feb. 12 and 14.

PST, Chapter 1: "The womanly woman: Manipulation of Stereotypical and Nonstereotypical Features of Japanese Female Speech" (Janet Shibamoto).

PST, Chapter 2: "The Impact of Stratification and Socialization on Men's and Women's Speech in Western Samoa" (Elinor Ochs).

PST, Chapter 5: "Women's Speech in Modern Mexicano" (Jane Hill).

Feb. 19 and 22.

Thomas, Beth. 1988. "Differences of Sex and Sects: Linguistic Variation and Social Networks in a Welsh Mining Village" in Jennifer Coates and Deborah Cameron (eds.), *Women in their Speech Communities* (London: Longman), pp. 51-60.

Brown, Penelope. 1990. "Gender, Politeness and Confrontation in Tenejapa" *Discourse Processes* 13:123-141.

Feb. 26 and 28.

Keenan, Elinor. 1974. "Norm-Makers, Norm-Breakers: Uses of Speech by Men and Women in a Malagasy Community" in R. Bauman and J. Sherzer (eds.), *Explorations in the Ethnography of Speaking* (Cambridge: Cambridge Univ. Press), pp. 125-143.

Smith-Hefner, Nancy. 1988. "Women and Politeness: The Javanese Example" *Language in Society* 17:535-554.

Haeri, Niloofaer. 1987. "Male/female differences in speech: An alternative interpretation" in *Variation in Language, NWAV-XV at Stanford. Proceedings of the Fifteenth Annual Conference on New Ways of Analyzing Variation* (Stanford, CA: Dept. of Linguistics, Stanford Univ.)

MARCH: Acquisition of gender-differentiated language across cultures

March 5 and 8.

PST, Chapter 6: "Preschool boys' and girls' language use in pretend play" (Jacqueline Sachs).

PST, Chapter 7: "Sex Differences in Parent-Child Interaction" (Jean Berko Gleason).

PST, Chapter 8: "Children's Arguing" (Marjorie Harness Goodwin and Charles Goodwin).

PST, Chapter 9: "Do Different Worlds Mean Different Words?: An example from Papua New Guinea" (Bambi Schieffelin).

Goodwin, Majorie Harness. 1980. "Directive-Response Speech Sequences in Girls' and Boys' Task Activities" in Sally McConnell-Ginet, Ruth Borker and Nelly Furman, eds. *Women and Language in Literature and Society* (NY: Praeger), pp. 157-173.

March 12 and 14

Coates, Part 3: "The Acquisition of Sex-Differentiated Language", "The Role of Sex Differences in Linguistic Change", "The Social Consequences of Linguistic Sex Differences."

Eckert, Penelope. 1989. "The whole woman: Sex and Gender Differences in Variation" *Language Variation and Change* 1:245-267.

FINAL PAPER DUE--March 12.

BOOKS ON RESERVE

You may want to consult these books in the course of preparing your final paper, if this is the option you choose.

Cameron, Deborah. 1985. *Feminism and Linguistic Theory.*
Chesebro, James. *Gayspeak: Gay Male and Lesbian Communication.*
Ginsburg, Faye (ed). 1990. *Uncertain Terms: Negotiating Gender in American Culture.*
Lakoff, Robin. 1975. *Language and Woman's Place.*
Ortner, Sherry and Jennifer Whitehead (eds). *Sexual Meanings.*
McConnell-Ginet, Sally et al (eds.). 1980. *Women and Language in Literature and Society.*
Moi, Toril. 1985. *Sexual/Textual Politics: Feminist Literary Theory.*
Morgen, Sandra (ed.). 1989. *Gender and Anthropology.*
Penelope, Julia. 1990. *Speaking Freely: Unlearning the Lies of the Fathers' Tongues.*
Rosaldo, Michelle and Louise Lamphere (eds). 1974. *Women, Culture and Society.*
Sanday, Peggy. 1990. *Beyond the Second Sex: New Directions in the Anthropology of Gender.*
Smith, Philip. *Language, the Sexes and Society.*
Spender, Dale. 1985. *Man-made Language.*
Spender, Dale. 1989. *The Writing or the Sex? or Why you Don't have to read women's writing to know it's no good.*
Tannen, Deborah. 1990. *You Just Don't Understand: Wome and Men in Conversation*
Thorne, Barrie and Nancy Henley (eds.). 1975. *Language and Sex: Difference and Dominance.*
Thorne, Barrie, Cheris Kramarae and Nancy Henley (eds.). 1983. *Language, Gender and Society.*

EXERCISES ON LANGUAGE AND GENDER
ANTHROPOLOGY 171/LINGUISTICS 154 Heath/McElhinny
Winter 1991

This is a packet of six field exercises examining the ways that language reflects and constructs gender differences. You will be asked to complete these exercises throughout the quarter and turn them in on the dates listed below. For the assignments due on Jan. 15 and March 5 you must choose one of the two exercises included here--you are not required to do both. Each exercise is worth ten points and is the equivalent of 10% of your final grade. NO LATE ASSIGMENTS WILL BE ACCEPTED.

1a.	Extralinguistic Constructions of Gender OR	
1b.	Politeness (Lakoff)	DUE Jan. 15
2.	Transcription	DUE Jan. 29
3.	Quantitative Analysis	DUE Feb. 5
4.	Narrative	DUE Feb. 12
5a.	Interruptions OR	
5b.	Hedges	DUE Feb. 19
6.	Sexism in Language	DUE March 5

(Reminder: Your final paper is due March 12. Please budget your time accordingly.)

Included with each exercise is a list of further optional readings. These are NOT required reading. You will be able to satisfactorily complete each exercise without referring to these articles/books. We provide them here in case you should wish to read further on your own, or in case you decide to expand one of your exercises into a final paper.

EXERCISE 1a--Extralinguistic Constructions of Gender (Due Jan. 15).

PLEASE NOTE: CHOOSE EITHER THIS EXERCISE OR 1B (POLITENESS) TO COMPLETE FOR JAN. 15. DO NOT DO BOTH.

In GENDER ADVERTISEMENTS Erving Goffman compellingly demonstrates the ways that differences in power and authority between men and women are represented and constructed in advertising photographs. He shows, for example, the regularity with which (1) men are portrayed as larger, bigger, higher or taller than women, (2) women are portrayed as physically prostrating themselves before men, (3) women, social subordinates and children are held by or around the shoulders in a way that precludes reciprocal shoulder-holding, (4) women are portayed as losing control of their emotions. Copies of photographs of several of the positions which he examined are attached. In this exercise you'll be attempting to duplicate Goffman's study EITHER by examining contemporary advertisements OR by examining body configurations which occur in everyday interactions. NOTE: You are not required to do both of these sections. Select only one.

(1) BODY POSTURE IN CONTEMPORARY ADVERTISEMENTS

Goffman's study was conducted in 1976. Are the same sorts of configurations still regularly used by advertisers in 1990? That is, are gender differences still constructed in the same ways? Choosing one of the positions/configurations examined by Goffman, examine a selection of popular magazines (you should look at 4 different magazines, at least), to see if that particular configuration is still found in advertising photographs. If so, cut out the relevant pictures and paste them up onto several sheets of paper. Submit a 1 or 2 page essay describing the ways in which this configuration fits (or perhaps does not precisely fit) Goffman's description. If the configuration you've chosen is no longer used in advertising you can either (1) choose another configuration, look for it and write about it, as above, or (2) write a 1 or 2 page essay explaining why you think that configuration is no longer used by advertisers, or (3) write a 1 or 2 page essay describing a configuration that is currently used that Goffman did not describe and attempt to explain why and how this new configuration might have become popular/effective.

(2) BODY POSTURE IN EVERYDAY INTERACTIONS

Although Goffman wasn't certain about the ways in which the configurations he discusses would correspond with poses adopted in natural settings, he suggests that the "standardization, exaggeration and simplification" that characterize commercial posings are also found in more natural settings, though there they may be understood as "babyishness, mockery and other forms of unseriousness" or may be a particular sort of ritualized behavior that is only acceptable during "moments of ceremoney, occasions for giving sympathy, sudden access or friends" and other special occasions. No one has yet attempted to test these claims on the poses that people regularly adopt as they go about their day-to-day business. Select one of the poses which Goffman describes, and note down all the people whom you see arranged in that configuration in a given day. Note down the details of each occurrence, including who the participates were, where they were, what they were doing, the tone of the occasion (serious and academic, serious and romantic, playful and friendly, playful and taunting, parodying, etc.) and any other details that seem significant to you. If you can do so, take a picture. Write a1 or 2 page essay describing the results of your observations and commenting on Goffman's predictions. If you are unable to find any instances of the particular configuration you've chosen you can either (1) look for another configuration, look for it and write about it, as above, or (2) write a 1 or 2 page essay explaining why you think the configuration you can't find might be used in advertising but not in the natural interactions you observed, or (3) write a 1 or 2 page essay on a configuration that you regularly observed that went unmentioned by Goffman.

OPTIONAL FURTHER READINGS

Goffman, Erving. 1976. *Gender Advertisements* (NY: Harper and Row Publishers).

Kramer, Cheris. 1975. "Stereotypes of women's speech: the word from cartoons" *Journal of Popular Culture* 8(3):624-38.

EXERCISE 1B--Politeness (Due Jan. 15)

PLEASE NOTE: CHOOSE EITHER THIS EXERCISE OR 1a (EXTRALINGUISTIC CONSTRUCTIONS OF GENDER) TO COMPLETE FOR JAN. 15. DO NOT DO BOTH.

In LANGUAGE AND WOMAN'S PLACE Robin Lakoff claims that "it is a truism to state that the 'stronger' expletives are reserved for men, and the 'weaker' ones for women" (1975:10). Jennifer Coates, on the other hand, in WOMEN, MEN AND LANGUAGE writes that Lakoff and other writers "claim to describe women's more polite use of language, but we should ask whether what they are actually doing is attempting to prescribe how women ought to talk. Avoidance of swearing and 'coarse' words is held up to female speakers as them ideal to be aimed at....It is clear that people have thought for a long time that women and men differ in relation to the use of swear words and other taboo exprssions....there is still very little evidence to confirm or refute this belief" (1986:22). This exercise is designed to test Lakoff's claim by gathering some evidence for how men and women use expletives.

(1) The attached worksheet lists 14 expletives. They've been ranked in order from least profane (GOSH) to most profane (CUNT) in an unpublished study conducted by Frank Anshen at SUNY-Stonybrook. Note that the expletives fall into roughly 3 groups. The first three (GOSH, DAMN, HELL) are all impious uses of religious terms, while CRAP, ASS, BULLSHIT, and PISS are all concerned with excrement. The last set (FUCK, SUCK, PRICK, MOTHERFUCKER, CUNT) all refer to sex. Each time you hear one of these 14 words in the next week note the sex of the speaker and the sex of the audience, and mark the appropriate column on the attached worksheet. If, for instance, you hear a woman on the bus say "Damn that was a good game" to the guy beside her, you'll mark W to M (woman to man) on the DAMN line. For the purposes of this study, take audience to be those to whom the speakers are directly talking, and not merely all those who can hear them (you wouldn't count, for instance, everyone who overheard the woman on the bus as the audience). Sometimes the audience will be more than one person. If all are women, mark W. If all are men, mark M. If both men and women are in the audience, mark MIX. If possible, also note age, ethnicity and/or class of the speakers and audience.

(2) Tabulate all tokens (each expletive you hear counts as one token) according to word (e.g. 11 tokens of DAMN), according to gender of speaker (e.g. 5 tokens of DAMN used by men, 6 used by women) and according to hearer (4 tokens of DAMN heard by men, 6 heard by women, 1 heard by a mixed audience).

(3) Can you make any generalizations about whether men or women are more likely to use the expletives in the impious set? The scatological set? The sexual set?

(4) Does the sex of the audience significantly affect men's or women's use of expletives? Are expletives more or less likely to be used when only women are in the audience? With a mixed audience? With an all-male audience? Which set of expletives are usd most often with, respectively, all-male, all-female and mixed audiences?

(5) Do you think that use of expletives is a good measure of how polite a

speaker is? If so, why? If not, why not? In what other ways might one measure politeness?

(6) In what ways did ethnicity, class and age affect use of expletives?

(7) Turn in your worksheet and a 1-2 page essay which contains the answers to questions #2-6.

OPTIONAL FURTHER READINGS

Brown, Penelope and Stephen Levinson. 1978. "Universals in Language Use: Politeness Phenomena" in J. Goody, ed. *Questions and Politeness: Strategies in Social Interaction* (NY: Cambridge University Press).
Brown, Penelope. 1980. "How and Why are Women More Polite: Some Evidence from a Mayan Community" in *Women and Language in Literature and Society*, ed. S. McConnell-Ginet. R. Borker and N. Furman, pp. 111-136.
Coates, Jennifer. 1986. *Women, Men and Language* (pp. 19-22, 108-109).
Lakoff, Robin. 1975. *Language and Woman's Place*.

WORKSHEET FOR EXERCISE 1b--POLITENESS

Word	M to M	M to W	M to Mix	W to W	W to Mix	TOT
gosh						
damn						
hell						
crap						
ass						
bullshit						
shit						
goddamn						
piss						
fuck						
suck						
prick						
motherfucker						
cunt						
TOTALS						

EXERCISE 2--Transcription (DUE JAN. 29)

(1) Tape an hour of casual conversation between two friends. The conversation may be between two women, two men or between a man and a woman. Because you'll be using the transcript resulting from this exercise for comparisons of men and women's speech in some of the later exercises (see exercises 3, 4, 5a, 5b) you may prefer to tape a man and a woman. If you elect to look at the speech of two women or two men you will need to find someone else in the class who has taped the speech of two people of the opposite sex with whom you can exchange transcripts. (NOTE: If you do not have access to a tape recorder, please check with the instructors about borrowing one.). Unless you have a very high-quality tape recorder, you'll probably want to tape in a location without a lot of ambient noise (e.g. a dorm room, or a quiet bench on campus, or a car).

(2) Transcribe at least one half-hour of this tape. As a rule of thumb, note that an hour of tape generally requires 7 hours of transcription time. Do not transcribe the first 10 minutes or so of the tape--this is the section in which speakers are likely to be most self-conscious and most aware of the tape-recorder. Later portions of the tape will probably be a bit more natural. Use pseudonyms for the participants.

(3) Transcribe as much of what is on the tape as is necessary to capture the essence of the conversation that you've taped. You will need to transcribe discourse markers and fillers like UM, HMHM, WELL, YEAH, etc. Transcribe laughter. Note pauses. Transcribe gasps, sighs, or other sharp intakes of breath. You might even want to include notes on the actions the two people were performing as the recording was taking place if you were there, to the extent that you can remember them. Attached is a set of transcription conventions developed by discourse analysists that you may find useful. Keep in mind also the comments by Ochs on the ways that transcription practices are also a theory of interaction. Be prepared to explain why you've chosen certain transcription practices for your purposes.

(4) Hand in one copy of the transcript and a copy of your tape. MAKE SURE THAT THE TAPE IS REWOUND TO THE POINT AT WHICH YOUR TRANSCRIPTION BEGINS. We may want to listen to your tape and compare it with your transcript. Retain the original transcript and tape for yourself--you'll need it for next week's exercise.

OPTIONAL FURTHER READING

Edelsky, Carole. 1981. "Who's Got the Floor?" *Language in Society* 10(3):383-421.

Jefferson, Gail. 1973. "A case of precision timing in ordinary conversation: overlapped tag-positioned address terms in closing sequences" *Semiotica* 9:47-96.

Ochs, Elinor. 1979. "Transcription as Theory" in E. Ochs and B. Schieffelin (eds). *Developmental Pragmatics* (NY: Academic Press), pp. 43-72.

Schiffrin, Deborah. 1987. *Discourse Markers* (Cambridge: Cambridge University Press).

TRANSCRIPTION CONVENTIONS

A: I <doh' know> B: <you don>'t	Brackets indicate that the portions of enclosed speech are simultaneous. The left-hand bracket marks the beginning of the overlap, the right-hand bracket the end.
A: I was go-	A hyphen represents a syllable which was abruptly cut off.
B: Are you SURE?	Caps (or underlining) indicate heavier emphasis on the word marked.
A: I said that= B: =No you didn't.	Equal signs indicate that the next speaker started precisely at the end of last speaker's utterance.
(.) or ( )	Parentheses indicate a short pause.
(.2)	Indicates a pause of 2/10 of a second
(xxxx)	X's mark a stretch of speech which was difficult to transcribe from tape.
Oh yeah?	Question mark marks rising intonation
Hhhhhhhhhhhh	H's represent laughter.

EXERCISE 3--Quantitative Analysis (Due. Feb. 5)

In this exercise you'll be conducting a simple quantitative study that will serve to give you an idea of how studies like those described in Coates (Chapter 4) are designed and conducted. Although there are some cases in which gender diferences in the use of a certain linguistic item are categorical (in the American Indian language Koasati, for example, there are male and female forms of some verbs, so tht a woman will say LAKAWCIN 'don't lift it' while a man will say LAKAWCI.S 'don't lift it'), these are relatively rare. In most of the cases in which gender differences have been found in the use of certain linguistic forms, men and women both use the word (or morpheme or phoneme), or both use all possible variants of the word (or morpheme or phoneme) but they use them in varying degrees. The use of the variants -ING/IN (in phonetic transcription < iŋ > / <in>), as in WORKING/WORKIN is one such case that has been studies by several linguists, including Fischer 1964 and Trudgill 1972.

(1) Listen to your tape once more, while following along in your transcript. Make sure that you've correctly transcribed each instance of a word which ends in -ING/-IN. In the transcription you first made, you probably heard many instances of -IN as -ING. (Each time conversational analysts use a transcript for a new purpose, they comb back through it to make sure they've accurately recorded each instance of the new phenomenon that they're examining.)

(2) Go through your transcript underlining each instance of a word which ends in -ING/-IN for each individual.

(3) Count the number of -INGs and -INs you've found for EACH individual.

(4) Enter the totals into a table like the following:

	-IN	-ING
Individual 1 (woman)		
Individual 2 (man)		

(5) In one or two pages, describe your results. Use your table in this description. Is there a difference between your two speakers in the use of the two variants? Do you think it's a significant difference? (Note: If you were conducting a full-scale sociolinguistic study, you'd apply a Chi-square test of statistical significance to answer this question. Here, just offer an informed opinion.) If there does seem to be a significant difference between your two speakers, who uses the prestige variant -ING more? Who uses the vernacular variant -IN more? How might you explain the difference? In what sorts of situations might you expect the person who used more -ING to use less than he or she does here? In what sorts of situations might you expect the person who used more -IN to use less than she or he does here? How do your results compare with those of Trudgill (summarized in Coates, pp. 64-65)?

OPTIONAL FURTHER READINGS

Fischer, J. L. 1964. "Social Influences on the Choice of a Linguistic Variant" in Dell Hymes (ed.) *Language in Culture and Society* (NY: Harper International), pp. 483-88.

Trudgill, Peter. 1972. *The Social Differentiation of English in Norwich* (Cambridge: Cambridge University Press), pp. 84, 91-5.

EXERCISE 4--Narrative (Due Feb. 12)

Several discourse analysts have suggested that stories told by men and women differ in theme and structure. For instance, Barbara Johnstone in a description of the differences in the plots of stories told by midwestern men and women claims that women's stories tend to be about community while men's tend to be about contest. "The men" she writes "tell about human contests--physical contests such as fights as well as social contests in which they use verbal and/or intellectual skill to defend their honor. Stories about contests with people or animals can take the form of tall tales, which are themselves a kind of contrast between a teller and his audience. When a male storyteller is not the protagonist in his story, the protagonist is a man; men rarely tell stories involving women. The women's stories, on the other hand, revolve around the norms of the community, and joint action by groups of people. The women tell about incidents in which they violate social norms and are scared or embarrassed as a result; about people helping other people out of scrapes; about sightings of apparent ghosts which are then explained by others; about meeting their mates and acquiring their cats. The women tell about peculiar people, dramatizing their abnormal behavior andd setting it implicitly in contrast with social norms. They tell stories about themselves, about other women, and about men."

Susan Kalcik belives that there is a distinctive way of telling stories which characterizes all-women groups, especially feminist all-women groups. She cites a cooperative interactional styles, with no story being told before another is finished and frequent attempts to solicit the opinions and comments of those present as the story is progressing, particularly those who have not been actively participating up until that point. In addition, stories are often begun with apologies (e.g.for the content of a story or its length) as a way of recognizing other's desires and face. She also describes a phenomenon she calls story-chaining, in which the telling of a story suggests a story to another member that is then told. She believes story-chaining works as a way of showing support by sharing a similar experience rather than, say, as an attempt to top the previous narrator's story (as Johnson found in midwestern men's stories).

(1) Consider 2 stories told by a woman and 2 told by a man. These stories may be drawn from literature (novels, children's books, etc.) from folktales, from a storytelling performance which you attended, or from your transcript. The social characteristics of the man and woman should be as much alike as possible (in age, ethnicity, class, sexual orientation, etc.) and the genres of the stories you choose should also be matched (i.e. compare storytelling performances, not a storytelling performance and a novel).

(2) Can you make any generalizations about gender-based differences in the themes of the stories? In addition to considering the subjects of the story, consider also which sorts of details are used in the story--descriptions of place and time, descriptions of objects, use of personal names, reports of other's speech. To what extent do you think any differences you have found are best understood as gender differences?

(3) Can you make any generalizations about gender-based differences in the structure of stories? Consider how the stories are begun, how they are ended, where the 'point' of the story appears, how long the stories are.

(4) How do your results compare with those of Johnson and Kalcik?

(5) Hand in the stories you examined, along with a 1 or 2 page essay that contains the answers to questions #2-4.

OPTIONAL FURTHER READINGS

Harding, S. 1975. "Women and Words in a Spanish Village" in *Toward an Anthropology of Women* ed. R. Reiter (NY: Monthly Review Press), pp. 283-308.

Heath, Shirley Brice. 1983. "Chapter 5: Oral Traditions" in *Ways with Words* (Cambridge: Cambridge University Press).

Johnstone, Barbara. 1988. "Gender and Power in Midwestern Personal Storytelling" Paper presented at Discourses of Power Conference, Tempe AZ Oct. 1988.

Kalcik, Susan. 1975. "...like Ann's gynecologist or the time I was almost raped" in *Women and Folklore* Claire R. Farrer (ed) (Austin: Univ. of Texas Press), pp. 3-11.

Labov, William. 1972. "The Transformation of Experience in Narrative Syntax" in *Language in the Inner City* (Philadelphia: Univ. of Pennsylvania Press), pp. 354-396.

Polanyi, Livia. 1985. *Telling the American Story: A Structural and Cultural Analysis of Conversational Storytelling* (Ablex: Norwood NJ).

Exercise 5a--Interruptions (Due Feb. 19)

PLEASE NOTE: CHOOSE EITHER THIS EXERCISE OR 5b (HEDGES) TO COMPLETE FOR FEB. 19. DO NOT DO BOTH.

One as yet unresolved question in language and gender research is that of whether men interrupt women more than women interrupt men. West and Zimmerman have, in a series of articles, claimed that men do interrupt women more than women interrupt men, that men interrupt women more than men interrupt men, and that men interrupt women more even when women are in relatively more powerful positions (i.e. a female physician with a male patient). Murray has however raised some questions about how one defines interruptions, while Tannen raises further questions about the ways that different ethnic interactional styles might need to be factored into discussions of interruptions. In this exercise, you'll discuss this question with reference to the conversation that you taped.

(1) Read quickly through your transcript, identifying each location at which you think one person is interrupting another. Provide each of the participants in the conversation with a clean transcript (i.e. one unmarked by you) and ask them to do the same. If you were one of the participants, you'll have two sets of judgements (your own and that of the other individual). If you weren't one of the participants, you'll have three sets.

(2) Compare the sets of judgements you've obtained. Are there any differences? Where? How would you attempt to explain the differences of opinion? Are people using different or similar definitions of interruption? What are those definitions?

(3) Considering each set of judgements separately, do you find that one person interrupts more frequently than the other?

(4) Are there any differences in the severity of the interruptions produced by each individual? If so, how would you characterize the differences? One possible scale of severity of interruptions might look something like the following (ranging from most to least severe):

-cutting off speaker before she/he makes first point in a conversation
-cutting off speaker before she/he makes first point in a speaking turn
-cutting off speaker in mid-clause after she/he has made at least one point in a speaking turn
-beginning to speak somewhere around a pause, or what seems to be the end of a clause, or the end of a turn
(This scale is adapted from Murray 1985. He provides examples of each of these sorts of interruptions.)

(5) What answer does the analysis of your data suggest to the question of whether men interrupt women more than women interrupt men? What are some of the problems you've encountered in defining an interruption?

(6) In what ways do you think interruptions might be differently defined by people of different ethnic or cultural backgrounds/

(7) Turn in a one or two page discussion of questions #2-6. This discussion

should be amply illustrated with examples drawn from your transcript.

OPTIONAL FURTHER READING

Murray, Stephen. 1985. "Toward a model of members' methods for recognizing interruptions" *Language in Society* 14(1):30-40.

Tannen, Deborah. 1990. "Chapter 7: Who's Interrupting? Issues of Dominance and Control" in *You Just Don't Understand: Women and Men in Conversation* (NY: William Morrow and Co.), pp. 188-215.

West, Candace. 1985. "When the Doctor is a 'Lady': Power, Status and Gender in Physician-Patient Encounters" in *Proceedings of the First Berkeley Women and Language Conference* (Berkeley: Women and Language Group), pp. 62-83.

West, Candace and Don Zimmerman. 1983. "Small Insult: A Study of Interruptions in Cross-Sex Conversations Between Unacquainted Persons" in *Language, Gender and Society* B. Thorne, C. Kramarae and N. Henley (eds.) (Rowley, Mass: Newbury House), pp. 102-117.

Zimmerman, Don and Candace West. 1974. "Sex roles, Interruptions and Silences in Conversations" in *Language and Sex: Difference and Dominance*, B. Thorne and N. Henley (eds.), (Rowley, Mass: Newbury House), pp. 105-29.

EXERCISE 5b--Hedges (Due Feb. 19)

PLEASE NOTE: CHOOSE EITHER THIS EXERCISE OR 5a (INTERRUPTIONS) TO COMPLETE FOR FEB. 19. DO NOT DO BOTH.

Some early researchers on language and gender (see especially Robin Lakoff) claimed that a number of linguistic devices that seemed to soften or weaken the force of a claim or statement were more frequently used by women than men. Some of these were:

-tag questions (That's a wonderful book, ISN'T IT?)

-rising (i.e. question) intonation where one might expect falling (i.e. declarative) intonation (Q: When will dinner be ready? A: AROUND SIX O'CLOCK?)

-frequent use of emphasis (also known as speaking in italics) as if to indicate, "Since my saying something by itself is not likely to convince you, I'd better use double force to make sure you see what I mean." (e.g. What a BEAUTIFUL day!)

-intensive so (I like him SO much!)

-politeness devices (greater use of PLEASE and THANK YOU. Less use of expletives. Greater use of mitigated syntactic structures. Consider the following series: Close the door. Please close the door. Will you close the door? Will you please close the door? Won't you cloe the door?).

-hedges (well, you know, kinda, sort of, like, etc., as in 'he's WELL SORT OF weird" or "she's LIKE SO together").

Much recent scholarship in linguistics has questioned these claims in two ways: (1) by asking whether it's true that women use these devices more than men and (2) by asking whether any or all of these devices only connote tentativeness. Thus, O'Barr and Atkins demonstrate that many of these forms are used by both men and women who are found in powerless positions in society, and are less frequently used by men and women in more powerful positions. When Dubois and Crouch examined the use of tag questions at an academic conference, they found that MEN used more tags. Work done by Holmes, Guy et al and McLemore has questioned whether any of the forms named above has, and only has, the function of mitigating a statement. Guy et al shows that use of question intonation is increasing in Australian English in situations where, for example a speaker is making sure that a listener is following a complicated description or set of instructions (as in IT'S SORT OF A GAME, RIGHT, YOU PLAY WITH A TENNIS BALL? AND YOU'RE SUPPOSED TO-UM, IT'S FOUR SQUARES? RIGHT? AND YOU HAVE A KING? HE'S IN CHARGE. HE SERVES). McLemore has demonstrated that rising intonation is interpreted in some Texan sororities as a special request for increased attention or participation in some unusual activity. It serves to heighten and mark a special interactional bond between sorority sisters. Holmes has demonstrated that a hedge like YOU KNOW might be used in a variety of ways, some expressing uncertainty, but others expressing linguistic imprecision (BETTER ENTERTAINMENT PRODUCT OR BETTER YOU KNOW MUSIC UH MUSICIANS) or false starts (I MEAN LOOK WHAT

TRAVOLTA AS A AS YOU KNOW HE'S NOT A PRETTY FACE OR ANYTHING), emphasis (I'M THE BOSS AROUND HERE, YOU KNOW) or shared knowledge (WELL YOU KNOW WE WENT TO SALLY'S THAT NIGHT).

In this exercise you'll be examining uses of hedges in your transcript.

(1) Make a list of all the sorts of hedges which are present in the transcript of the conversation you've taped. Include an example of the use of each hedge on your list.

(2) Take the two hedges that appear most frequently and pull out or highlight ALL of the utterances in which they occur. This will be your hedge-corpus.

(3) Does one of the speakers you've taped use either or both of the hedges in your hedge-corpus more frequently than the other speaker does?

(4) Do the two hedges in your hedge-corpus function in the same way in every utterance? Do they function in the same way for the two individuals? Before saying yes to either of these two questions, consult with at last one other person (the best consultant will probably be one of the people you've taped) to see if that person agrees. If the hedges do all function in the same way, write a one or two page essay (drawing upon examples from your transcript) that argues this point. Include the answers to questions #1-3.

(5) If the hedges in your corpus do not all function in the same way, write a one or two page essay that exemplifies and discusses each of the ways in which the hedges do work. Include the answers to questions #1-3.

OPTIONAL FURTHER READINg

Dubois, B. and I. Crouch. 1975. "The question of tag questions in women's speech: they don't really use more of them, do they"?" *Language in Society* 4:389-94.

Guy, Gregory et al. 1986. "An Intonational Change in Progress in Australian English" *Language in Society* 15:23-52.

Holmes, J. 1986. "Functions of YOU KNOW in women's and men's speech" *Language in Society* 15:1-22.

Lakoff, R. 1975. Language and Woman's Place (NY: Harper and Row).

O'Barr, W. and B. Atkins. 1980. "Women's Language or Powerless Language?" in *Women and Language in Literature and Society*. Eds. McConnell-Ginet, Borker and Furman (Praeger), pp. 93-109.

McLemore, Cynthia. 1991. "The Interpretation of L*H in English" in *Texas Linguistics Forum 32: Discourse*, C. McLemore (ed.) (Austin: Univ. of Texas Dept. of Linguistics and the Center for Cognitive Science), pp. 175-196.

Underhill, Robert. 1988. "Like is, like, focus" *American Speech* 63:234-46.

Exercise 6--Sexism in Language (Due March 5)

This course has concentrated for the most part on the ways in which language is used differently by women and by men, that is, the ways in which men and women talk differently. The different status of men and women in society is also reflected, however, by the ways in which women and men are talked about differently. In this exercise, you'll be collecting examples of sexist use of language and discussing possible approaches to eliminating it.

(1) Some words are used to refer both to people in general and men in particular, while the feminine counterparts refer only to women, and not to people in general. Some examples include: man, man-to-man, prehistorical man, brotherhood, you guys, policeman. In addition, masculine words are often used as the base from which feminine words are formed, but word-formation rarely goes in the other direction. Examples include *Paul/Paulette, governor/governess, major/majorette, star/starlet*. Find ten other examples of such asymmetry in language. What sorts of alternative usages can you suggest in each case? (For example, one can substitute *police officer* for *police man, person-to-person* for *man-to-man, prehistoric people* for *prehistoric man*, etc. One can also use *star* to refer to male and female performers.)

(2) Of the words which serve as generic referents, the one which has recently received most attention is the use of the 'generic' masculine pronoun he/him/his in such sentences as *the average student is worried about his grades, we will hire the best qualified person regardless of his sex, each student can select his own topic, everyone should do his best, each student will do better if he has a voice in the decision,* and *when everyone contributes his own ideas, the discussion will be a success.* A number of recent sociolinguistic and psychological studies have demonstrated that the masculine pronoun, though traditionally used as a generic or neutral referent for any individual, is strongly linked in most people's minds, and in most people's usages, with men only. Many journals, magazines and newspapers now require that submissions be rewritten in more inclusionary language. Several strategies suggested for avoiding the use of the 'generic' masculine pronoun include the following:

-Drop the masculine pronoun
The average student is worried about grades.
We will hire the best qualified person regardless of sex.

-Rewrite the sentence in the plural rather than the singular
Students can select their own topics.

-Substitute the pronoun *one/one's* for *he/his*
One should do one's best.

-Use *he* or *she*, *his* or *her*
Each student will do better if she or he has a voice in the decision.

-Use *their* when the subject is an indefinite pronoun
When everyone contributes their own ideas, the discussion will be a success.

Collect 20 examples of sentences in each of which you find the use of the 'generic' masculine pronoun OR the use of one of these alternative strategies. These sentences may be culled from naturally occurring speech (you may want to consult your transcript), from radio shows, newspapers, magazines, soap operas, your own term papers, etc. Carefully note the source of each sentence. Which formulation do you find most frequently? Do men and women tend to use the same formulation, or different ones? Is any one formulation favored in certain discourse genres (e.g. newspapers or casual conversations with friends)? Consider at least 2 objections someone might offer to the alternative formulations. How might you counter such objections?

(3) What do ways of referring to men and women demonstrate about the values and behaviors normatively associated with the two sexes? The two lists below contain terms of reference for men and women. When you evaluate the connotations associated with each word, do you find any patterns? (One way of looking at the connotations is to mark each word according to whether it is associated with Animals (A), Objects (O), Food (F), Sex (S), Young (Y), Old (Ol), No Positive or Negative Connotation-neutral (N), Positive Connotation (P), Derogatory or Negative Connotation (D). Each word may be characterizable by more than one of these features. Can you add any words to these lists?

If you speak a language other than English, you may choose to create such lists for the language that you're familiar with and evaluate those patterns instead of evaluating the English words listed here.

TERMS REFERRING TO WOMEN

woman
broad
damsel
skirt
bitch
bunny
squaw
dog
lady
chick
crone
sugar
whore
maiden
angel
dyke
girl
babe
dish
toots
tease
witch
cookie
lesbian
girlie
biddy
honey
wench
harpie
catch
hussy
lass
dame
miss
hag
darling
tart
gossip
sister
doll
nympho
tramp
sweetie
vamp
airhead

TERMS REFERRING TO MEN

man
lad
geek
stag
he-man
prick
queer
gent
brother
geezer
stud
wimp
asshole
boy
bloke
nerd
hunk
jerk
fairy
guy
chap
old goat
jock
creep
gay
fellow
codger
schmuck
bum
redneck
faggot
gentleman
dude
sport
buddy
bastard
motherf-er

(4) Often word choice reflects unexamined attitudes about appropriate sex roles, so that terms frequently or normatively asociated with one sex are modified when used with the other sex. Examples include: *nurse* (*male nurse*), *doctor* (*lady doctor*), *family man* (but not *family woman*), *career woman* (but not *career man*). In other cases the feminine referent trivializes the woman's work/career as in *authoress* or *poetess*. Collect five examples of such sex-role stereotyping. If you were writing guidelines for nonsexist use of language, what sorts of substitutions or suggestions would you offer to

deal with such words?

(5) Add any other examples of sexist language that you may have heard during the quarter. Drawing upon these and your responses to questions #1-4, address the following question: What evidence is there that changing the way we use language will reshape power opportunities for men and for women?

(6) Turn in your responses to questions #1-5.

OPTIONAL FURTHER READING

Cameron, Deborah. 1985. *Feminism and Linguistic Theory* (London: Macmillan Press). See especially Chapter 5: "Making Changes--Can We Decontaminate Sexist Language?"
Dubois, Betty Lou and Isabel Crouch. 1987. "Linguistic Disruption: He/She, S/He, He or She, He-She" in *Women and Language in Transition* (Joyce Penfield, ed.) (Albany: SUNY), pp. 28-36.
Frank, Francine Warrman and Paula Treichler (eds.). 1989. *Language, Gender and Professional Writing* (NY: MLA).
Henley, Nancy. 1987. "This New Species That Seeks a New Language: On Sexism in Language and Language Change" in *Women and Language in Transition* (Joyce Penfield ed.), (Albany: SUNY), pp. 3-27.
Lakoff, Robin. 1975. *Language and Woman's Place.*
Maggio, Rosalie. *The Non-Sexist Word-Finder: A Dictionary of Gender-Free Usage.*
Martyna, Wendy. 1980. "Beyond the He/Man Approach: The Case for Linguistic Change" *Signs* 5:482-93.
Miller, Casey and Kate Swift. 1981. *The Handbook of Non-sexist Writing* (NY: Lippincott).
Nilsen, Alleen Pace. 1987. "Guidelines Against Sexist Language: A Case History" in *Women and Language in Transition* (Joyce Penfield, ed.) (Albany: SUNY), pp. 37-64. (With an appendix on guidelines for nonsexist usage of language).
Piercy, Marge. 1976. *Woman on the Edge of Time* (Feminist Science-fiction which attempts innovative use of gender-free referents.)
Spender, Dale. 1980. *Man-Made Language* (NY: Routledge and Kegan Paul).

Ling 230: Language and Gender

Beth Hume
Dept. of Linguistics
223 Oxley Hall
292-2577
ehume@magnus.acs.ohio-state.edu
office hours: Wed. 2-4 (or by appointment)

Information:

I taught this course for the first time in the spring of 1992. There were 16 students in the class (8 women, 8 men), most of whom were juniors or seniors. Most students had little or no familiarity with linguistics. I had intended the course to be discussion-oriented as much as possible, but soon discovered that most students were unfamiliar with this type of class interaction, given that the majority of their courses were lecture-oriented. In an attempt to overcome their unease with discussing articles and voicing their opinions in class, I often had the class break up into small groups of 4 or 5 students. For part of the class they would discuss a particular topic in small groups then, towards the end of the class they would all come together as one large group to share the ideas that had been developing. This was very successful, resulting quite often in very stimulating and challenging discussions.

Students were required to do two projects (in addition to a number of short assignments): one midway through the course, and one at the end. The final project was on any topic relevant to the course, although I did have them submit a short abstract outlining what they proposed to do about three-quarters of the way through the course.

Drawing on a project done in a course given by Sally McConnell-Ginet, the students' first project involved collecting and analyzing data from mixed-group conversations. They were to draw on what they had learning in class to discuss the results of their project. On the day they were to hand in their assignments, each student gave a 5-10 minute presentation of their results. Although many students were hesitant and even fearful of doing this, the outcome was wonderful. At the end of the class, the air was buzzing with conversation, as these undergrads continued to share more details of their projects with each other. From that point on, in particular, students were much more at ease raising questions and offering comments in class.

One of the most rewarding aspects of the course occurred towards the end of the course when we discussed sexism in language. As part of this section, we examined and discussed the LSA's guidelines to nonsexist language usage (prepared by COSWL members). The students were so enthused by this that they decided to prepare their own guidelines for nonsexist language at the university. Beth Hume

Course description:

In this course we will explore the connections between language use and culturally/socially enshrined views of gender. Although many of the works that we will examine are linguistically oriented, we will also draw on research from the fields of anthropology, psychology, philosophy, sociology and women's studies. Throughout this course we will address questions such as the following: how are gender differences manifested and perpetuated through language use?; is there such a thing as 'women's language'?; how do gender differences influence communication between women and men?; what can be done to promote gender equality in language use?

Course requirements:

a.	3 short assignments (about one page each) Given out on Friday April 10, April 24, May 8. Due back on Monday April 13, April 27, May 11.	15%
b.	Test, Friday May 8.	10%
c.	Recording and transcription project (2-3 pages). Details to come. To be handed in on Friday, May 1 (week 5).	15%
d.	Final project/paper (10 pages max.). Due on June 5, the last day of classes. A short abstract outlining what you plan to do should be given to me no later than Wed. May 15 (7th week).	25%
e.	Final exam	20%
f.	Class participation	15%

Required text:

Coates, Jennifer. 1986. Women, Men and Language. London; New York: Longman.

Course outline:

A. Introduction and Overview (approx. 1 week)

Readings:

Coates, Jennifer. 1986. Women, Men and Language (hereafter W, M & L). Chapter 1. 3-14.

McConnell-Ginet, Sally. 1988. Language and gender. In F. Newmeyer (ed.), The Cambridge Survey 4: The Socio-Cultural Context. Cambridge: Cambridge University Press. 75-99.

B. Language and Gender as Social Practice (approx. 1 week)

Readings:

Borker, Ruth. 1980. Anthropology: Social and cultural perspectives. In McConnell-Ginet, Sally, Ruth Borker and Nelly Furman (eds.), Women and Language in Literature and Society. New York: Praeger and Greenwood. 26-44.

Connell, R.W. 1987. Gender and Power. Stanford, CA: Stanford University Press. Chapter 4.

McConnell-Ginet, Sally & Penelope Eckert. Think practically and look locally: language and gender as community-based practice. To appear in Annual Review of Anthropology.

C. Gender Differences and Variation in Language Use (approx. 3 weeks)

Readings:

Brown, Penelope. 1980. How and why are women more polite: some evidence from a Mayan community. In McConnell-Ginet, S. et al. (op. cit.). 111-136.

Cameron, Deborah & Jennifer Coates. 1989. Some problems in the sociolingusitic explanation of sex differences. In Coates, Jennifer & Deborah Cameron (eds.), Women in their Speech Communities. London; New York: Longman. 13-26.

Coates, Jennifer. 1986. W, M & L. Chapters 2, 3 & 4. 15-78.

Eckert, Penelope. 1989. The whole woman: Sex and gender differences in variation. Language variation and change 1. 245-267.

McConnell-Ginet, Sally. 1983. Intonation in a man's world. In Thorne, Barrie, Cheris Kramarae & Nancy Henley (eds.), Language, Gender and Society. Rowley: Newbury House. 69-88.

O'Barr, William & Bowman Atkins. 1980. 'Women's language' or 'powerless language'? In McConnell-Ginet, S. et al. (op. cit.). 93-110.

D. Conversational Interaction (approx. 2 weeks)

Readings:

Coates, Jennifer. 1986. W, M & L. Chapters 5-9. 79-162.

Cameron, D., McAlinden & K. O'Leary. Lakoff in context: the social and linguistic functions of tag questions. In Coates, J. & D. Cameron (op. cit.).74-93.

Maltz, Daniel & Ruth Borker. 1982. A cultural approach to male-female miscommunication. In J. Gumperz (ed.), Language and Social Identity. Cambridge: Cambridge University Press. 196-210.

Tannen, Deborah. 1990. You Just Don't Understand: Women and Men in Conversation. New York: Ballantine. Chapters 1, 2. 23-73

E. Gender Inequality in Language Use (approx. 2 weeks)

McConnell-Ginet, Sally. 199x. The sexual (re)production of meaning: A discourse-based theory. In Francine Frank & Paula Treichler (eds.), Language, Gender and Professional Writing: Theoretical Approaches and Guidelines for Nonsexist Usage. Commission on the Status of Women in the Profession, The Modern Language Association of America, New York.

Treichler, Paula & Cheris Kramarae. 1983. Women's talk in the ivory tower. Communication Quarterly 31(2). 118-132.

Martyna, Wendy. 1983. Beyond the he/man approach: the case for nonsexist language. In Thorne, B. et al. (op. cit.). 25-37.

Henley, Nancy. 1987. This new species that seeks a new language: On sexism in language and language change. In Joyce Penfield (ed.), Women and Language in Transition. Albany, NY: SUNY Press. 3-27.

Course Information: English 5337
Special Topics in Linguistics: Language and Gender

Dr. Mary Jane Hurst
Texas Tech University

Course Objectives and Course Design

Our primary goal will be to explore the relationship between gender and language at an introductory graduate level. We will first learn some basic principles of language study, and then we will investigate various linguistic approaches to the topic of gender and language. Aside from some introductory back ground lectures, the first three-fourths or so of the semester will be arranged around discussions of assigned readings. The last part of the semester will be devoted to student presentations. The presentations will apply course concepts in the analysis of texts. This course will generally operate as a seminar; students should not expect a lecture-driven course.

Required Books and Materials

Baron, Dennis. *Grammar and Gender*. New Haven: Yale UP, 1986.

Cameron, Deborah, ed. *The Feminist Critique of Language: A Reader*. New York: Routledge, 1990.

Frank, Francine Wattman, and Paula A. Treichler. *Language, Gender and Professional Writing*. New York: MLA, 1989. (Reading assignments from this book are designated as MLA on the syllabus.)

Nilsen, Alleen Pace, Haig Bosmajian, H. Lee Gershuny, and Julia P. Stanley. *Sexism and Language*. Urbana, IL: NCTE, 1977. (Reading assignments from this book are designated as NCTE on the syllabus.)

Philips, Susan U., Susan Steele, and Christine Tanz, eds. *Language, Gender & Sex in Comparative Perspective*. Cambridge: Cambridge UP, 1987.

Other books and articles that are required reading will be available at the reserve desk of the library. A complete list of these materials appears on another hand-out. (Reading assignments from this group are designated on the syllabus as RESERVE.)

Supplemental Readings

The textbooks listed above contain excellent bibliographies.

A ten page list of supplemental readings and research sources is available at the campus copy shop.

Due to the interdisciplinary nature of the course, researchers should be prepared to consult more than just the *MLA Bibliography*; reference indexes for psychology, history, linguistics, and other fields may be useful. Popular periodicals sometimes discuss issues related to this course, so it might also be wise to check such sources as the *Reader's Guide to Periodical Literature* and the *New York Times Index*. A list of selected reference sources and reference tools appears on another hand-out.

How To Contact Your Professor

Visit her office during office hours or call her office (806-742-2544) at any time.
Speak to her before or after class to set up an appointment.
Leave a written message with the English Department secretary.
Telephone the English Department (742-2501) and leave a message for her.
Telephone her at home (-); please do not call after 9 P.M.

Course Information: English 5337
Special Topics in Linguistics: Language and Gender

Course Requirements

Students will attend class regularly, having done the assigned readings in advance, and will participate positively in class discussions.

Students will taken one written exam over the course material. The test may include an out-of-class component as well as in-class writing; we will discuss the format of the exam well in advance of the examination date.

Students will write a substantial paper (about 15-20 pages) applying data from gender and language research in the explication of some text or portion of text. Details on this assignment appear on another hand-out. Students will select their own texts (which may be, but do not need to be, written texts and which may be, but certainly do not need to be, works of literature) and will prepare their papers in consultation with their professor.

Students will discuss their research projects in oral presentations to the class. After their oral presentations, students may revise their work based on class discussions and instructor comments. Final papers will be accepted no later than noon on December 11.

General Class Policies

An individual's final grade will be determined by the quality of that person's daily work, written exam, research paper, and oral presentation. Questions about grades and grading policy are welcome at any time. Assuming that a student's attendance, class preparation, and class participation are appropriate for a graduate course, the weight given to course work will be as follows: exam, 40% of final grade; oral presentation, 10% of final grade; and research paper, 50% of final grade.

Students should plan to be present on exam day except in cases of extreme emergency. Students will not have the opportunity to arrange individual make-up tests at their convenience. In general, students should not expect to be able to arrange make-up tests at all.

Students are encouraged to use computers in preparing their research papers. On-campus computers are available for students to use in several locations including the ATLC in the library.

Conferences with the professor are welcome and encouraged at any time.

Any student who, because of a disability, may require special arrangements in order to meet course requirements should contact the instructor as soon as possible to make necessary accommodations.

Other information about university policies can be located in the Undergraduate Catalog and in the Directory of Classes. Students with concerns not addressed in this policy statement should discuss their situations with their professor at their earliest convenience.

Language and Gender Syllabus: English 5337

Dr. Mary Jane Hurst
Texas Tech University

This syllabus is subject to change;
any alterations will be announced in class.

T SEPT 3 First day of class: course introduction and general discussion of topic using materials from popular culture.

Th SEPT 5 A brief overview: what is linguistics?

T SEPT 10 A brief overview and history: what is gender and what does it have to do with language?
Read: "Linguistic Sexism as a Social Issue" (NCTE);
"Introduction: Scholarship, Feminism, and Language Change" (MLA); and
Introduction to Part III and the two articles in Part III of *Language, Gender & Sex in Comparative Perspective*.

Th SEPT 12 Examining texts with an eye toward gender and language: some early practice.

T SEPT 17 Perspectives from historical linguistics.
Read: Baron's *Grammar and Gender*.

Th SEPT 19 Other perspectives from historical linguistics.
Read: "Gender Marking in American English" (NCTE);
"Sexism in the English Vocabulary" (NCTE);
"The Reconstruction of Word Meanings" (MLA);
"From Discourse to Dictionary" (MLA);
"The Sexual (Re)Production of Meaning" (MLA).

T SEPT 24 Perspectives from sociolinguistics.
Read: all four articles in Part III of *The Feminist Critique of Language*;
Milroy, "Social Networks" (RESERVE); and
Coates, "Quantitative Studies" (RESERVE).

Th SEPT 26 Other perspectives from sociolinguistics.
Read: The Introduction and all five articles in Part I of *Language, Gender & Sex in Comparative Perspective*.

T OCT 1 Are we talking about sexism or feminism?
Read: The Introduction and all eight articles in Part II of *The Feminist Critique of Language*; and
McConnell-Ginet, "Feminism in Linguistics" (RESERVE).

Th OCT 3 Are we talking about sexism or feminism?
Read: "Sexism in the Language of Literature" (NCTE);
August, "Modern Men" (RESERVE);
Killingsworth, "Literary Rival ..." (RESERVE);
Brod, "Scholarly Studies of Men" (RESERVE); and
Chapters 1, 2, and 3 in *The Feminist Critique of Language*.

T	OCT	8	Are we talking about power and prestige? Read: "Sexism in ... Legislatures and Courts" (NCTE); Chavez, "Sex Differences in Language Shift" (RESERVE); Bourdieu, "The Economics of Linguistic Exchanges (RESERVE); McConnell-Ginet, "Intonation in ..." (RESERVE); and Fishman, "Interaction: The Work Women Do" (RESERVE).
Th	OCT	10	Are we talking about power and prestige? Read: Satel, "Men, Inexpressiveness, and Power" (RESERVE); West, "Small Insults: A Study of Interruptions" (RESERVE); Henley, "Power, Sex, and Nonverbal ..." (RESERVE); Tannen, "Interpreting Interruption ..." (RESERVE); and Case, "Communication Styles in Higher Education" (RESERVE).
T	OCT	15	Is this an issue related to language acquisition? Read: All four articles in Part II of *Language, Gender & Sex in Comparative Perspective*.
Th	OCT	17	Is this an issue related to language acquisition? Read: Gleason, "Men's Speech to Young Children" (RESERVE); Eckert, "Cooperative Competition" (RESERVE); and Maltz, "A Cultural Approach to Male-Female ..." (RESERVE).
T	OCT	22	Applications for writing and teaching. Read: "Sexism in Children's Books" (NCTE); Tannen, "Teachers' Classroom Strategies" (RESERVE); Bolker, "Teaching Griselda to Write" (RESERVE); Farrell, "The Female and Male Modes of Rhetoric" (RESERVE); Pigott, "Sexist Roadblocks ..." (RESERVE); and Flynn, "Gender and Reading" (RESERVE).
Th	OCT	24	More applications for writing and teaching. Read: "English Handbooks 1979-85" (MLA); "Language Planning ..." (MLA); the Appendix (NCTE); and Part II of *Language, Gender and Professional Writing* (MLA).
T	OCT	29	General discussion and review.
Th	OCT	31	Exam.
T	NOV	5	Discussion of research strategies and research sources.
Th	NOV	7	Reports on individual research.
T	NOV	12	Reports on individual research.
Th	NOV	14	Reports on individual research.
T	NOV	19	Reports on individual research.
Th	NOV	21	Reports on individual research.
T	NOV	26	Reports on individual research.
Th	NOV	28	Thanksgiving Holiday. No classes.
T	DEC	3	Reports on individual research.
Th	DEC	5	Reports on individual research.
T	DEC	10	Reports on individual research.
W	DEC	11	Final drafts of papers are due by noon.

English 5337: Language and Gender
List of Required Readings Available at the Library Reserve Desk

Dr. Mary Jane Hurst
Texas Tech University

Readings are listed in the order of their appearance on the syllabus.

Coates, Jennifer. "Quantitative Studies." *Women, Men and Language*. New York: Longman, 1986. 57-78.

Coates, Jennifer. "Social Networks." *Women, Men and Language*. New York: Longman, 1986. 79-95.

McConnell-Ginet, Sally. "Feminism in Linguistics." *For Alma Mater: Theory and Practice in Feminist Scholarship*. Ed. Paula A. Treichler, Cheris Kramarae, and Beth Stafford. Urbana, IL: U of Illinois P, 1985. 159-76.

August, Eugene R. "'Modern Men,' or, Men's Studies in the 80s." *College English* 44.6 (1982): 583-96.

Killingsworth, M. Jimmie. "'A Literary Rival at Bed and Board': Conflict and Aspiration in the Hawthorne Household." *The Markham Review* 15 (1986): 41-43.

Brod, Harry. "Scholarly Studies of Men: the New Field is an Essential Complement to Women's Studies." *The Chronicle of Higher Education* 21 March 1990: B2-B3.

Chavez, Eliverio. "Sex Difference in Language Shift." *Southwest Journal of Linguistics* 8.2 (1988): 3-14.

Bourdieu, Pierre. "The Economics of Linguistic Exchanges." *Social Science Information* 16.6 (1977): 654-68.

McConnell-Ginet, Sally. "Intonation in a Man's World." *Signs: Journal of Women in Culture and Society* 3 (1978): 541-59.

Fishman, Pamela M. "Interaction: The Work Women Do." *Social Problems* 25 (1978): 397-406.

Sattel, Jack W. "Men, Inexpressiveness, and Power." *Social Problems* 23 (1976): 469-77.

West, Candace, and Don H. Zimmerman. "Small Insults: A Study of Interruptions in Cross-Sex Conversations between Unacquainted Persons." *Language, Gender, and Society*. Ed. Barrie Thorne, Cheris Kramarae, and Nancy Henley. Rowley, MA: Newbury, 1983. 103-18.

Henley, Nancy. "Power, Sex, and Nonverbal Communication." *Language and Sex: Difference and Dominance*. Ed. Barrie Thorne and Nancy Henley. Rowley, MA: Newbury, 1975. 184-203.

English 5337: Language and Gender
List of Required Readings Available at the Library Reserve Desk

Tannen, Deborah. "Interpreting Interruption in Conversation." *Papers from the 25th Annual Meeting of the Chicago Linguistics Society. Part 2: Parasession on Language and Context.* Chicago: Chicago Linguistic Society, 1989. 266-87.

Case, Susan Schick. "Communication Styles in Higher Education: Differences between Academic Men and Women." *Women in Higher Education: Changes and Challenges.* Ed. Lynne B. Welch. New York: Praeger, 1990. 94-118.

Gleason, Jean Berko, and Esther Blank Greif. "Men's Speech to Young Children." *Language, Gender, and Society.* Ed. Barrie Thorne, Cheris Kramarae, and Nancy Henley. Rowley, MA: Newbury, 1983. 140-50.

Eckert, Penelope. "Cooperative Competition in Adolescent 'Girl Talk.'" *Discourse Processes* 13 (1990): 91-122.

Maltz, Daniel N., and Ruth A. Borker. "A Cultural Approach to Male-Female Miscommunication." *Language and Social Identity.* Ed. John J. Gumperz. Cambridge: Cambridge UP, 1982. 196-216.

Tannen, Deborah. "Teachers' Classroom Strategies Should Recognize that Men and Women Use Language Differently." *The Chronicle of Higher Education* 19 June 1991: B1 and B3.

Bolker, Joan A. "Teaching Griselda to Write." *College English* 40.8 (1979): 906-908.

Farrell, Thomas J. "The Female and Male Modes of Rhetoric." *College English* 40.8 (1979): 909-21.

Pigott, Margaret B. "Sexist Roadblocks in Inventing, Focusing, and Writing." *College English* 40.8 (1979): 922-27.

Flynn, Elizabeth A. "Gender and Reading." *College English* 45.3 (1984): 236-53.

English 5337: Language and Gender
Instructions for Research Paper

Dr. Mary Jane Hurst
Texas Tech University

Assignment:

Write a paper which applies findings in gender and language research to the explication of some text or portion of text. The choice of topic (that is, the text) is to be made by individuals in consultation with their professor. After applying the findings to a text, each student should develop a thesis about his or her research and support that thesis in an academic, research-based essay of fifteen to twenty pages in length. The primary audience for the paper will be the class and the professor, though students are encouraged to prepare their papers with an eye toward publishing them. Students will present their research to the class, and their work will be discussed by the other students in the class. Students will then be able to revise their material based on comments by the other students and the professor.

Guidelines:

1. Choose your topic carefully. Texts may be written or oral. Feel free to discuss your topic ideas with me and with the entire class. Some suggestions will be made in class.
2. Identify a number of features or variables which you wish to examine in your text. Study the text according to these features.
3. Draw up a prospectus for your project (about one page; handwritten is fine) and submit that to me no later than October 29.
4. Background research for the papers can come in part from readings we have done in class. It will be necessary, though, to do additional research beyond the course readings. Enough source material and enough specific examples must be used in the paper to establish your thesis effectively.
5. I will try to help you locate sources, but, for some topics, the reference librarians or professors in other departments may be more knowledgeable resources.
6. Based on your research and on your examination of your selected text, develop a thesis and organize your material around that thesis. Then write the paper.
7. Essays should be written in a consistent style and tone appropriate for academic discourse. Adherence to standard conventions of writing is expected. Effective academic prose is, at best, readable, informative, direct, and persuasive. It is not contrived, pretentious, or wordy.
8. Essays should be fifteen to twenty pages in length, typed and doublespaced.
9. Refer to the most recent edition of the *MLA Style Manual* for the bibliographical format expected in English Department papers. Note especially that the current MLA format does not use footnotes to document sources.
10. Plan an interesting presentation of your research and your ideas for the class. Exactly how much time each student will have for the oral presentation will depend on how many students there are in the class, but we can tentatively plan for each student to have forty minutes, with twenty minutes allotted for the actual presentation and twenty minutes allotted for discussion of the presentation.
11. You are encouraged to use a computer in preparing your manuscript. If your paper is stored on disk, making corrections and revisions will be much simpler.

Due Dates:

October 29: last day to submit a prospectus.
November 7 through December 10: oral presentations.
December 11: final drafts of papers are due by noon.

Selected Reference Sources: Gender and Language

Dr. Mary Jane Hurst
Texas Tech University

Selected Periodicals with Information Relevant for Gender and Language Studies
(not an exhaustive list)

American Dialogue
Anthropological Linguistics
Children's Language
Genders
Hypatia: A Journal of Feminist Philosophy
Journal of Linguistics
Language
Language and Speech
Language Variation and Change
Linguistic Inquiry
New Directions for Women
Sage; A Scholarly Journal on Black Women
SECOL Review
Signs: Journal of Women in Culture and Society
Southwest Journal of Linguistics
Theory and Society
Women and Language
Women and Politics
Women's Studies in Communication
Women's Studies International Forum: A Multidisciplinary Journal
Women's Studies
The Women's Review of Books

American Speech
Atlantis: A Women's Studies Journal
Feminist Studies
Herstory Microfilm Collection
Journal of Language and Communication
Journal of Psycholinguistic Research
Language and Communication
Language in Society
Lifestyles
Ms.
Psychology of Women Quarterly
Sex Roles
Style (and its annual bibliography!)
Tulsa Studies in Women's Literature
Women and Performance
Women's Studies Abstracts
Women's Studies Quarterly
Writing Women

Selected Reference Tools with Information Relevant for Gender and Language Studies
(not an exhaustive list)

LLBA
ERIC
Humanities Index
Arts and Humanities Index
Philosopher's Index

MLA Bibliography
America: History and Life
Social Sciences and Humanities Index
Reader's Guide to Periodical Literature
Sociological Abstracts

If you do not know how to find or use any of the resources listed above, if you do not know how to use the on-line services (including "UNCOVER" and various on-line searches available on tools such as FirstSearch), or if you do not know how to access Interlibrary Loan, please see me or talk to one of the reference librarians.

English 5337: Language and Gender
Sample Test Questions

Dr. Mary Jane Hurst
Texas Tech University

Sample Items Suitable for Identification Questions

Directions: Write about a paragraph for each answer, giving as much information as possible (within the practical limits of time) to identify the entry and to explain its significance for language and gender studies.

semantic derogation
the etymology of *man* and *woman*
the etymology of *male* and *female*
network theory
social solidarity
covert prestige
prescriptivism
the etymology of *gender*
interruption patterns
Sapir-Whorf hypothesis
sexism in language of courts
generic *he*
semantic derogation

Sample Items Suitable for Essay Questions

Directions: Write a fully developed essay about one of the following questions. The essay should be arranged around a clearly-stated thesis, and that thesis should be supported with specific evidence and specific examples. Appropriate references to existing research should be made in the essay. Adherence to conventions of standard written English is expected.

Offer an explanation to account for the presence of gender differences in American English. Include in your discussion references to existing theories that have been developed to explain the presence of gender differences in language.

If someone were to say to you that the study of language and gender is relevant only for white, middle-class, English-speaking feminists, how would you respond?

Identify the organization techniques that unify Baron's *Grammar and Gender*. Evaluate the effectiveness of his method.

Maltz and Borker present specific patterns of speech that have been attributed to boys and girls. Discuss what these patterns are and whether you find (based on your research as well as on your person experience) that Maltz and Borker's conclusions are valid.

Describe and discuss two or three instances of sexism or reverse sexism that you have observed in the assigned readings of this course. Discuss the significance of your observations for the works in which the sexist examples occur and for the credibility of the authors involved.

Sample Items Suitable for Essay Questions, Continued

In his chapter on "Language and Sex," Peter Trudgill raises and refutes several sociological explanations for gender differences in men's and women's language before he presents his own theory. Review his presentation and reconstruct his basic argument, discussing the viability of his theory as opposed to the ones he rejects.

Have male authors written about the topic of language and gender differently than female authors have written about the topic? Consider methodological factors as well as social or political factors.

Provide a history of the stands taken by organizations such as NCTE and MLA on the issue of nonsexist language.

Who has written about issues of power and gender as they affect language use? Describe some of the main points relating to power, gender, and language that have been presented in the literature to date.

Discuss patterns of gender differences in languages other than English. How do these differences compare to gender differences in English?

Discuss, in a very specific format, applications of your readings in gender and language to your own work or study. Do not focus only on the research you are doing for your paper, although you may mention that application if it is relevant to your larger answer.

Folklore 736: The Gender of the Word

Deborah Kapchan
Ass't Professor, Folklore Institute, Indiana University-Bloomington

What is the relation of gender to forms of artistic expression? Does art have a sexual orientation? This course examines the intersection of human expressivity with theories of gender construction, focusing specifically, though not exclusively, on verbal discourse, poetics and genres of folklore. Beginning with the subtle relationship between cognitive categories, genre and gender, we move on to explore notions of embodiment, appropriation, expressive authority, aesthetics and the politics of emotion and power, paying particular attention to the way ethnographers of artisitic communication as well as language theorists have treated the question of gender. Readings will be drawn from folklore, anthropology, and sociolinguistics, as well as from feminst, literary and social theory.

REQUIRED TEXTS
Cixous, Helene and C. Clement. 1986. *The Newly Born Woman.*
Fernandez, James. 1991. *Beyond Metaphor: The Theory of Tropes in Anthropology.*
Gilligan, Carol. 1982. *In a Different Voice: Psychological Theory and Women's Development.*
Irigaray, Luce. 1991. *The Irigaray Reader*
Lakoff, Robin. 1975. *Language and Woman's Place.*
Lutz, Catherine and Lila Abu-Lughod (eds.). 1990. *Language and the Politics of Emotion*
Moi, Toril. 1988/85. *Sexual/Textual Politics: Feminist Literary Theory*
Philips, Susan, Susan Steele and Christine Tanz (eds.) 1987. *Language, Gender and Sex in Comparative Perspective*
+articles on reserve

ON RESERVE
Bakhtin, M. M. 1986. *Speech Genres and Other Late Essays*
Bakhtin, M. M. 1981. *The Dialogic Imagination.*
Barthes, Roland. 1975. *The Pleasure of the Text.*
Bourdieu, P. 1977. *Outline of a Theory of Practice*
Lakoff, George. 1987. *Women, Fire and Dangerous Things: What Categories Reveal About the Mind.*
Medvedev, P.N. and M.M. Bakhtin. 1985. *The Formal Method in Literary Scholarship*
Miller, Nancy. 1986. *The Poetics of Gender.*
Ortner, S. B. and H. Whitehead (eds.). 1981. *Sexual Meanings: The Cultural Construction of Gender and Sexuality.*
Sapir, J. D. and J.C. Crocker (eds.). 1977. *The Social Use of Metaphor: Essays on the Anthropology of Rhetoric.*
Sapir, Edward. *Selected Writings of Edward Sapir.*
Scott, James C. 1990. *Domination and the Arts of Resistance: The Hidden Transcript.*
Showalter, Elaine. 1985. *The New Feminist Criticism: Essays on Women, Literature and Theory.*

Course Requirements (3):
(1) Critical reading and class discussion are essential.
(2) Every week two students will each be responsible for a written abstract and an oral interpretation of some of the readings.
(3) Students may either write an article-length paper based on field research/archival materials OR submit a thoroughly annotated bibliography (of about 30 works) which delves into an aspect of one of the themes of the course.

Jan. 11: A Place to Begin

Themes: language is not neuter; the social construction of gender; the socio-sexual construction of linguistic expression; sexual division of labor in the expressive economy; the relevance of the ethnography of speaking, ways of speaking and models of performance to the study of gender and discourse

Jan. 18: Defining the Difference

themes: different uses of language or different languages and worlds? socialization and the development/construction of gender; critique of Lakoff

readings:
Carol Gilligan *In a Different Voice*
Philips S. 1980 "Sex Differences and Language" *Annual Review of Anthropology* 9:523-44.
recommended
Shiefflin, B. 1986. "Language Socialization"

Jan. 25: Structure I (Breaking out of) the Prison House of Language

themes: Can we think outside of language? Can we speak outside of gender? ideology, political economy, sexuality and the reproduction of social values in language

readings:
Gal, 1989. "Language and Political Economy"
Sapir in Mandelbaum, 1949. "Male and Female Forms of Speech in Yana"
Whorf, 1991/56. "A Linguistic Consideration of Thinking in Primitive Communities" and "The Relation of Habitual Thought and Behavior to Language." In *Language, Thought and Reality*.
recommended
Bourdieu, P. 1982. *Ce Qui Parler Veut Dire*
Bourdieu, P. 1977. "The Economics of Linguistic Exchange" *Social Science Information* 16(6):645-68.
Woolard, K. 1985. "Language Variation and Cultural Hegemony: Toward an Integration of Sociolinguistic and Social Theory" *American Ethnologist* 12:738-48.

Feb. 1/Feb. 8: Structure II: Engendering Metaphors and Cognitive Categories

themes: folk theories, meaphor, metonymy and representations of gender

readings from:
Fernandez, 1991. *Beyond Metaphor*: Introduction.
Quinn, Naomi in Fernandez 1991 "The Cultural Basis of Metaphor"
Durham and Fernandez "Tropical Dominations"
recommended:
G. Lakoff. 1987. *Women, Fire and Dangerous Things.*
Fernandez, J. W. 1986. *Persuasions and Performances* (Chapters 1 and 2)
Jackson, Michael. 1983. "Thinking through the Body: An Essay on Understanding Metaphor" *Social Analysis* 14:127-149.
Sapir and Crocker 1977. *The Social Use of Metaphor.*

Feb. 15: Counter-Structures: Women's Folklore and Culture

themes: thinking and speaking in an 'other' paradigm

readings:
Babock, B. (ed.) 1987. special issue *Journal of American Folklore*. "Folklore and Feminism"
Harding, Susan. 1975. "Women and Words in a Spanish Village" in Reiter, *Towards an Anthropology of Women.*
Stoeltje, Beverly ms. "Gender, Power and Ritual in the Asante Cycle of Curse"; "Asante Queenmothers: A Source of Identity"

Stoeltje, B. (ed.) Special issue of *Journal of Folklore Research* "Feminist Revisions"
Stone, Kay F. 1985. "The Misuses of Enchantment: Controversies on the Significance of Fairy Tales" in Jordan and Kalcik, 1985.
Wittig, Monique. 1986. "The Mark of Gender" in Miller, ed. *Poetics of Gender.*

Feb. 22: Feminine Desire in Language and Literature: Writing the Body
themes: inscription of the feminine in discourse and genre; the paradigm of 'embodiment'
readings:
Cixous, H. "Coming to Writing" & "Laugh of the Medusa" in Marks de Courtivron, eds. 1981. *New French Feminisms.*
Irigaray, 1991. "The Power of Discourse and the Subordination of the Feminine", "The Three Genres", other readings in *The Irigaray Reader*
Jones, A. R. 1985. "Writing the Body" in Showalter 1985. *The New Feminist Criticism.*
Malti-Douglas. 1991. *Women's Body, Women's Word* (Ch 1: "Narration and Desire: Shahrazad")
Moi, T. 1985. Ch. 6 "Helene Dixous: An Imaginary Utopia", other readings in *Sexual Textual Politics*

March 1: How Women Do Things with Words
themes: linguistic codes, style, poetics, strategies, and the performance of subversion readings
readings:
Cixous, Helene and Catharine Clement. 1988. "Sorties" in *The Newly Born Woman*
Radnor, J. and S. Lanser. 1987. "The Feminine Voice: Strategies of Coding in Folklore and Literature" *Journal of American Folklore* 100(398):412-425.

March 8: Speaking of Difference: Sociolinguists on Gender
themes: case studies
readings:
Gal, S. 1990. "Between Speech and silence: The Problematics of Research on Language and Gender" in di Leonardo (ed.) *Gender at the Crossroads of Knowledge.*
Graddol and Swann. 1989. *Gender Voices*
Irvine, J. 1979. "Formality and Informality in Communicative Events" *American Anthropologist* 81:733-790.
Keenan, E. O. 1974. "Norm-makers, Norm-breakers: Uses of speech by men and women in a Malagasy community" in Bauman and Sherzer (eds.) *Explorations in the Ethno. of Speaking*
Schieffelin, in Philips, Steele, Tanz. *Language, Gender and Sex....* 1987. "Do different worlds mean different words? An example from Papua New Guinea"
Sherzer, Joel. 1987. in Philips, Steele, Tanz. *Language, Gender and Sex....* "A Diversity of Voices: Men and Women's Speech in Ethnographic Perspective"

March 15: Spring Break

March 22: Agency and Performance
themes: appropriation, transgression, revoicing
readings:
Abu-Lughod, Lila. 1990. "The Romance of Resistance: Tracing Transformations of Power through Bedouin Women" *American Ethnologist* 17:41-55.
Herzfeld, M. 1991. "Silence, Submission and Subversion: Towards a Poetics of Womanhood" in Loizos and Paptaaaxiarchis, eds. *Contested Identities: Gender and Kinship in Modern Greece.*
Jones, A. R. 1986. "Surprising Fame" in Miller, *The Poetics of Gender,* pp. 74-95.

March 29: Genre and Agency: Gossip
themes: the power of words, the power of plurality, the function of 'just talk'
readings:
Abrahams, R. 1983. "A performance-centered approach to gossip" in *The Man of Words in the West Indies*
Besnier, Niko. 1989. "Information Withholding as a Manipulative and Collusive Strategy in Nukulaelae Gossip" *Language in Society* 18:315-341.
Brenneis, Don. 1984. "Grog and Gossip in Bhaatgaon: Style and Substance in Fiji Indian Conversation" *American Ethnologist* 11:487-506.
Haviland, John. 1977. *Gossip, Reputation and Knowledge in Zinacantan.*
Weigle, Marta in *Journal of American Folklore* 1987 100:398.
see also Tannen's chapter on gossip in *You Just Don't Understand*

April 5: Genre and Agency II: lament and other feminine genres
themes: the emotional register, the hidden voice
readings:
Abu-Lughod, Lila. 1984. "Honor and the Sentiments of Loss in a Bedouin Society" *American Ethnologist* 12:245-261.
Briggs, Charles. 1992. "Since I am a Woman, I will Chastise My Relatives": Gender, Reported Speech and the Reproduction of Social Relations in Warao Ritual Wailing" *American Ethnologist* 19(2):337-361.
Caraveli, A. 1986. "The Bitter Wounding: The Lament as Social Protest" in Dubisch, *Gender and Power in Rural Greece*, pp. 169-194.
Feld, 1990. "Wept Thoughts: The Voicing of Kaluli Memories" *Oral Traditions* 5/2:241-266.
Kuipers, Joel. 1986. "Talking about Troubles: Gender Differences in Weyewa Speech Use" *American Ethnologist* 13:448-462.
Urban, Greg, 1988. "Ritual Wailing in Amerindian Brazil" *American Anthropologist* 90:385-400.

April 12: Sexual Divisions of the Expressive Economy: Language and Emotion
themes: the discourse of emotions, emotional discourse
readings:
Lutz and Abu-Lughod 1990. *Language and the Politics of Emotion*, all.

April 19: The Effect of Affect
themes: the encoding of affect
readings:
Besnier, 1990. "Language and Affect" *Annual Review of Anthropology*
special issue of *Text* 1984, edited by Ochs and Schieffelin. Language and the Emotions

April 26: Brief Oral Presentations of Paper Topics

LING L485 **Topics in Linguistics: Language and Women**

MIMI KLAIMAN
University of Indiana
klaiman@cvax.ipfw.indiana.edu

Fall, 1992

OBJECTIVE

The past three decades have seen an explosion of high-quality scholarly research into women's issues as reflected in communication and language. This course covers three general areas in the study of language and women: (1) language, power, and women's status; (2) language and sex stereotypes; and (3) male vs female style in communication and linguistic interaction. Students should come away from the course with enhanced awareness of the role of language in relation to issues of inequality and sexual politics.

TEXT

D. Graddol and J. Swann, Gender Voices, Basil Blackwell, 1989.
Material from other sources is also assigned. Library reserve is being requested to stock all materials listed on the syllabus.

REQUIREMENTS

Some short exercises (participation is mandatory) will be done in class. There will be three end-of-unit quizzes which must be taken on time (under ordinary circumstances, course requirements cannot be fulfilled late). The main requirement is a term paper of 10-15 pages (2500-3750 words) due at the last class meeting for the course. Each student is responsible for discussing a term paper topic with the instructor after class hours before the end of week six.

GRADING

The tentative grading formula is: term paper, 40%; quizzes, 30%; participation, 20%; attendance, 10%. Students are advised to read the section on 'Academic Honesty' in the undergraduate Bulletin.

Course Plan*
*no class Thursday-Friday, Nov. 22-23 (Thanksgiving Recess)

UNIT 1. Power and Language

Week 1. The Attack on 'Gender'

Required: Text, ch. 5. Recommended: R. Brown and A. Gilman, 'The Pronouns of Power and Solidarity', in Sebeok; D.G. MacKay, 'Prescriptive Grammar and the Pronoun Problem', pp. 38-56 in Thorne and Kramarae; A. Bodine, 'Androcentrism in Prescriptive Grammar', p. 166-186 in Cameron; C. Mcfadden, 'In Defense of Gender', pp. 320-324 in Eschholz; D. Hofstadter, 'A Person Paper on Purity in Language', pp. 187-196 in Cameron.

Week 2. The Attack on 'Gender' (continued)

Required: M. Schulz, 'The Semantic Derogation of Women', pp. 64-75 in Thorne and Henley; A. Nilsen, 'Sexism in English', pp. 277-288 in Eschholz.

Week 3. Power and Control
Required: Text, pp. 146-55; Lakoff 1990, Ch.1. Recommended: Lefcourt, Ch. 1.

Week 4. Controlling the 'Agender': Social Roles and Communicative Acts
Required: Gardner 1980. Recommended: U.M. Sharma, 'Purdah and Public Space', pp. 213-39 in de Souza; M. Frye, 'Male Chauvinism: A Conceptual Analysis', pp. 7-22 in Vetterling-Braggin.

Week 5. Written Language and Sex Roles
Required: Mills. Recommended: Spender, Ch. 7; D. Spender, 'Defining Reality: A Powerful Tool', pp. 194-205 in Kramarae; M. Schulz, 'Minority Writers', pp. 206-217 in Kramarae; D. Fricke, 'Phallic Criticism', pp. 41-50 in Berryman and Eman.

QUIZ 1.

UNIT 2. Language and Sex Stereotypes

Week 6. Overview of Sex-Related Linguistic Stereotypes in English
Required: Lakoff 1973; O. Jesperson, 'The Woman', pp. 201-220 in Cameron. Recommended: W. O'Barr and B. Atkins, '"Women's Language" or "Powerless Language"?', pp. 93-110 in McConnell-Ginet.

Week 7. Expressing Politeness and Powerlessness
Required: Text, Ch. 4; P. Brown, 'How and Why Are Women More Polite', pp. 111-136 in McConnell-Ginet. Recommended: Leech, Chs. 4-6; N. Henley, 'Power, Sex, and Nonverbal Communication', p. 184-203 in Thorne and Henley; P. Fishman, 'Conversational Insecurity,' pp. 234-241 in Cameron.

Week 8. Compliments
Required: Herbert. Recommended: Wolfson, 'The Compliment Formula' in Coulmas.

Week 9. How Are Sex-Related Linguistic Stereotypes Acquired?
Required: C. Edelsky, 'Acquisition of an Aspect of Communicative Competence: Learning What it Means to Talk Like a Lady', pp. 225-43 in Ervin-Tripp and Kernan. Recommended: Sheldon 1992; S. Ervin-Tripp et al., 'Language and Power in the Family', pp. 116-135 in Kramarae; J..B. Gleason and Greif, 'Men's Speech to Young Children', pp. 140-152 in Thorne and Kramarae.

Week 10. How Are Sex-Related Linguistic Stereotypes Acquired? (continued)

QUIZ 2.

UNIT 3 Male vs Female Style in Communication

Week 11. Community and Contest
Required: Tannen, Chs. 6-7; J. Pfeiffer, 'Girl Talk-Boy Talk', pp. 325-333 in Eschholz. Recommended: Downes, Ch. 8.

Week 12. Power and Conversational Style

Required: Edelsky 1981. Recommended: Spender, Ch. 3; J. Swann, 'Talk Control: An Illustration from the Classroom', pp. 122-40 in Coates and Cameron; N. Woods, 'Talking Shop', pp. 141-57 in Coates and Cameron; C. West and D.H. Zimmerman, 'Small Insults: A Study of Interruptions', pp. 103-18 in Thorne and Kramarae; D.H. Zimmerman and C. West, 'Sex Roles, Interruptions, and Silences in Conversation', pp. 105-29 in Thorne and Henley; D. Jones, 'Gossip: Notes on Women's Oral Culture', pp. 242-250 in Cameron; S. Herring, 'Gender and Participation in Computer-Mediated Linguistic Discourse', 1992 ms. (available from instructor).

Week 13. The Manipulation of Silence

Required: K. Dierks-Stewart, 'Sex Differences in Nonverbal Communication', pp. 112-121 in Berryman and Eman; J. W. Sattel, 'Men, Inexpressiveness, and Power', pp. 119-24 in Thorne and Kramarae.

Week 14. The Future of Communication Between the Sexes

Required: Tannen, Ch. 10. Recommended: C. Kramarae and M. Jensen, 'Women Take Back the Talk', pp. 137-58 in Penfield.

Week 15. Review.

QUIZ 3.

Materials Requested for Library Reserve

Berryman, C. and V. Eman (eds.). 1980. *Communication, language and sex.* Rowley, MA: Newbury House.

Cameron, D. (ed.). 1990. *The feminist critique of language*. London: Routledge.

Coates, J. and D. Cameron (eds.). 1988. *Women in their speech communities*. Longman.

Coulmas, F. (ed.) 1981. *Conversational routine*. The Hague: Mouton.

Downes, W. 1984. *Language and society*. London: Fontana.

Edelsky, C. 1981. 'Who's Got the Floor?'. *Language in Society* 10:383-421.

Ervin-Tripp, S. and C. Mitchell-Kernan (eds.). 1977. *Child discourse*. New York: Academic Press.

Eschholz, P., et al. (eds.). 1990. *Language awareness*. NY: St. Martin's.

Gardner, C.B. 1980. 'Passing By: Street Remarks, Address Rights, and the Urban Female'. *Sociolinguistic Inquiry* 50.3-4:328-56.

Herbert, R.K. 1990. 'Sex-based Differences in Compliment Behavior'. *Language and Society* 19.2:201-24.

Kramarae, C., et al. (eds.). 1984. *Language and power*. Beverly Hills: Sage.

Lakoff, R.T. 1973. 'Language and Woman's Place'. Language in Society 2:45-80.

Lakoff, R.T. 1990. Talking power. Chicago: University of Chicago Press.

Leech, G. 1983. Principles of pragmatics. Longman.

Lefcourt, H.M. 1982. Locus of control. Hillsdale, NJ: Lawrence Erlbaum Associates. 2d ed.

McConnell-Ginet, S., et al. (eds.). 1980. Women and language in literature and society. NY: Praeger.

Mills, S. 'The Male Sentence'. Language & Communication 7.3:189-98.

Penfield, J. 1987. Women and language in transition. Albany: State University of New York Press.

Sebeok, T. 1960. Style in language. Cambridge, MA: MIT.

Sheldon, A. 1992. '"Kings are Royaler than Queens": Language and Socialization'. Young Children 45.2:4-9.

de Souza, A. (ed.). 1980. Women in contemporary India and South Asia. Delhi: Manohar.

Spender, D. 1980. Man made language. London: Routledge & Kegan Paul.

Tannen, D. 1990. You just don't understand. New York: Ballentine.

Thorne, B. and N. Henley (eds.). 1975. Language and sex: Difference and dominance. Rowley, MA: Newbury House.

Thorne, B. and C. Kramarae (eds.). 1983. Language, gender and society. Rowley, MA: Newbury House.

Vetterling-Braggin, M. 1981. Sexist language: A modern philosophical analysis. Littlefield, Adams & Co.

Kerstin Lange
Department of Anthropology
Binghamton University
Binghamton, N.Y. 13902-6000

Home address & phone:
5 Oak St.
Binghamton, N.Y. 13905
(607) 723-9337

About the course: **Language, Sex and Gender (Anthropology 214, cross-listed with Linguistics and Women's Studies)**

Taught by Professor Robert K. Herbert as a summer course since the mid-eighties; taught by me first in summer 1992, now in spring 1993. 200-level undergraduate course.

Considering that gender and sex/sexuality are everywhere (and thus within easy reach of students' reflection), and are usually mediated by language, I find discussion vital to this course. I try to get students to keep an open eye towards newspaper/TV reporting and to the ways in which gender characteristics are represented (e.g. a local newspaper starting an article with "The conversation among the women at XYZ agency over coffee on Tuesday morning was no mere idle chatter" - a conversation among men would not be described in this way). Generally, I try to have roughly equal amounts of lecture and discussion per class meeting, though I find that these should not be strictly divided.

I start the course with presenting examples of cross-cultural variation in concepts of gender and sexuality. This has worked well to get students to think about the gender & sexuality constructions prevalent in this culture and to reexamine assumptions about the naturalness of such categories. We then turn to the ways in which gender is significant as a social category in this culture, e.g. how it affects a person's sense of self, mobility, career options, pay, etc. Since students come from a variety of backgrounds, I find it helpful to complement the general discussion with the film "Still Killing Us Softly" (by Jean Kilbourne) about the gender messages in advertising. This helps provide a common starting point for discussion on things that everyone is to some degree familiar with but may not have examined to equal degrees.

About myself: M.A. in anthropology, spring 1993 (thesis on emotions and human action). Interested in combining psychological anthropology with social work, looking for contexts (e.g. therapy or other forms of social work) in which to apply this to conflict situations related to gender, sexuality, and ethnic identity.

ANTH 214/LING 214/WOMN 233-WE SPRING 1993

LANGUAGE, SEX, AND GENDER

Tue, Thur 10:05- 11:30am S-II 138
Thur 6:00- 9:00pm SW 328

Instructor: Kerstin Lange
Office: Sci-1 221
Office hours: Wed 1:30- 2:30, Thur 11:30- 12:30

Language is the primary symbolic system by which we structure our experiences. We will explore the relationships between language and gender from a variety of perspectives. Gender, itself a significant social category that affects us daily, is intricately related to sexuality and biological sex. How does language shape our ways of thinking about these concepts? How are the social positions of women and men reflected in language? How do social constructs, via language, affect our views of ourselves as individual persons? In examining these questions, we will draw on materials from anthropology, sociology, psychology, and philosophy, while keeping an emphasis on linguistic and cultural approaches. The course is organized around the following central questions:

a) Language structure and the sexes: How does language treat the sexes differently?

b) Language usage and the sexes: How do the sexes use language differently?

c) Language and the sexes in social context: What effects do these linguistic differences have in our everyday lives? How does language reflect and recreate social reality?

Format: The class meetings will consist of approximately equal amounts of lecture and discussion. As this field of study is closely related to our daily lives, your questions, comments, and relevant personal experiences/ observations will play an important role in our explorations of the above questions. Active class participation is therefore encouraged.

Requirements: There will be one in-class test and a take-home final, each of which will contribute 35% to the final grade. The format of the first test will be a combination of short answer (true-false) and brief essay questions; the second will consist of a number of essay questions. If you need to be absent from a test, you need to inform me as far in advance as possible and have a valid reason.

You will also be asked to complete a short field project, which will count 30% to the final grade. Instructions will be handed out and discussed in class.

LxC option: This course is supported by the LxC (Languages across the curriculum) program. For students in section 1 of this course, participation is voluntary; for students in section 2 it is mandatory. To participate in this program, students with a reading ability of either French, Spanish, or German will have the opportunity to read materials in one of these languages. The assistance of language resource specialists who are native speakers of these langugages is available. Participation in this program will not increase your overall workload.

Textbooks: The following books are on order at the Bookbridge (Vestal Plaza):

required
Cameron, Deborah 1992 (2nd ed.): Feminism and Linguistic Theory. New York: St. Martin's Press

Cameron, Deborah (ed) 1990: The Feminist Critique of Language. New York: Routledge

Graddol, David and Joan Swann 1989: Gender Voices. Oxford: Basil Blackwell

recommended
Penelope, Julia 1990: Speaking Freely: Unlearning the Lies of the Fathers' Tongue. New York: Pergamon Press

Piercy, Marge 1976: Woman on the Edge of Time. New York: Fawcett Crest

Additional materials (some optional, some required) have been placed on reserve at the Bartle Library reserve room.

Outline of topics and readings (somewhat tentative)

Date	Topic	Reading
Tue 1/26	General introduction and overview of the course-discussion of central terms	
Thur 1/28	LxC option explained; The significance of gender as a social category	Graddol & Swann Ch. 1
Tue 2/2	Film: Still Killing Us Softly Cameron Ch. 1&2	Bate Ch. 1
Thur 2/4	The representation of women	G&S p.95-120

	and men in language I Penelope p.101-119 Bodine (FCL)	
Tue 2/9	The representation of women and men in language II Schulz (FCL) Hofstadter Penelope Ch. 2	G&S p.120-129
Thur 2/11	The language of sexuality	Sanday Ch. 5
Tue 2/16	Language, thought, and reality: origins of linguistic determinism Spender (FCL) Penelope p.xxvi-xxx; xxxv-xxxvii	Cameron Ch. 7 G&S p.146-155
Thur 2/18	Language, thought, and reality: semiology and French feminism Black& Coward (FCL)- skim Leclerc (FCL)	Cameron Ch. 8
Tue 2/23	Man Made Language? G&S p.157-173 Donovan (FCL)	Cameron Ch. 5&9
Thur 2/25	Societal and psychological implications of sexist language Penelope Ch. 8	Bate p.87-93
Tue 3/2	Instructions for class project Intro to gender and language use: Myths of "Women's Language" Fishman (FCL)	 Lakoff (FCL) Jespersen (FCL)
Thur 3/4	LxC reports	
Tue 3/9	Test #1	
Thur 3/11	Gender and language use: sociolinguistic studies Cameron Ch. 3&4	G&S Ch. 3
Tue 3/16	Conversational styles and strategies: same-sex and mixed-sex conversations	G&S Ch. 4 Sattel Jones (FCL)
Thur 3/18	Non-verbal communication Henley Ch. 7	
Tue 3/23	Video: She Said, He Said Tannen (TBA)	
Thur 3/25	Child language (and identity)	Coates Ch. 7

	acquisition Dinnerstein rev. Cam. Ch. 8	
Tue 3/30	Language in context: the ethnography of speaking	TBA
Thur 4/1	Language, gender & emotion	Lutz
Tue 4/13	Linguistic and cultural change	Piercy G&S Ch. 7 Penelope Ch. 11 Cameron Ch. 6
Thur 4/15	LxC reports	
Tue 4/20	project reports; papers due	
Thur 4/22	project reports; papers due	
Tue 4/27	Language of science	Keller
Thur 4/29	PC - free speech; sexist humor	Heldke
Tue 5/4	review, wrap-up	Cameron Ch. 10
Thurs 5/6	revised papers due take-home exam handed out (due Mon 5/10 at noon)	

Bibliography: Language, Sex & Gender

Baron, Dennis 1986: Grammar and Gender. New Haven: Yale University Press

Bate, Barbara 1988: Communication and the Sexes. New York: Harper & Row

Beneke, Timothy 1982: Men on Rape. New York: St. Martin's Press

Borker, Ruth, and David Maltz 1989: Anthropological Perspectives on Gender and Language. Gender and Anthropology. Sandra Morgen (ed.); American Anthropological Association

Cameron, Deborah 1992 (2nd ed.): Feminism and Linguistic Theory. New York: St. Martin's Press

Cameron, Deborah 1990 (ed.): The Feminist Critique of Language. New York: Harper & Row

Chalmers, Alan 1978: What is this Thing Called Science? An Assessment of the Nature and Status of Science and its Methods. Open University Press, Milton Keynes

Chodorow, Nancy 1989: Feminism and Psychoanalytic Theory. New Haven: Yale University Press

Coates, Jennifer 1986: Women, Men, and Language. New York: Longman

Coates, Jennifer and Deborah Cameron (eds.) 1989: Women in their Speech Communities. New York: Longman

Dinnerstein, Dorothy 1976: The Mermaid and the Minotaur: Sexual Arrangements and Human Malaise. New York: Harper & Row

Eckert, Penelope and Sally McConnell-Ginet 1992: Think practically and look locally: Language and gender as community-based practice. Annual Review of Anthropology 21:461-90

Fausto-Sterling, Anne 1992 (2nd ed.): Myths of Gender. Biological Theories about Women and Men. New York: Basic Books

Ferree, Myra Marx and Beth B. Hess (eds) 1987: Analyzing Gender: A Handbook of Social Science. Newbury Park, CA: Sage Publications

Frank, Francine and Frank Anshen 1983: Language and the Sexes. Albany: State University of New York Press

Frank, Francine and Paula Treichler (eds.) 1989: Language, Gender, and Professional Writing: Theoretical Approaches and Guidelines for Nonsexist Usage. New York: The Modern Language Association of America

Gal, Susan 1991: Between speech and silence: The problematics of research on language and gender. Gender at the Crossroads of Knowledge: Feminist Anthropology in the Postmodern Era. Micaela diLeonardo, ed.; University of California Press

Goodenough, Ruth Gallagher 1990: Situational stress and sexist behavior among young children. Beyond the Second Sex. New Directions in the Anthropology of Gender. Peggy Reeves Sanday and Ruth Gallagher Goodenough, eds. Philadelphia: University of Pennsylvania Press

Graddol, David, and Joan Swann 1989: Gender Voices. Oxford: Basil Blackwell

Gumperz, John (ed.) 1982: Language and Social Identity. Cambridge: Cambridge University Press

Heldke, Lisa 1991: Do you mind if I speak freely? Reconceptualizing freedom of speech. Social Theory and Practice vol. 17, no. 3

Henley, Nancy 1979: Body Politics: Power, Sex, and Nonverbal Communication. Englewood Cliffs: Prentice Hall

Hill, Jane and Bruce Mannheim 1992: Language and World View. Annual Review of Anthropology 21:381-406

Hintikka, Merrill and Jaakko Hintikka 1983: How can language be sexist? Discovering Reality: Feminist Perspectives on Epistemology, Metaphysics, Methodology, and Philosophy of Science. Sandra Harding and Merrill B. Hintikka, eds.; Boston; D. Reidel Publishing Company

Keller, Evelyn Fox 1982: Feminism and science. Signs 7:589-602

Keller, Evelyn Fox 1985: Gender and science. Reflections on Gender and Science. New Haven: Yale University Press

Key, Mary Ritchie 1975: Male/Female Language. Metuchen, N.J.: The Scarecrow Press

Kramarae, Cheris 1980: The Voices and Words of Women and Men. New York: Pergamon Press

Kramarae, Cheris 1982: Gender: How she speaks. Attitudes towards Language Variation. Social and Applied Contexts. Ellen Bouchard Ryan and Howard Giles, eds. London: Edward Arnold

Kramer, Cheris 1974: Wishy-washy mommy talk. Exploring Language (3rd ed., 1983) Gary Goshgarian, ed. Boston: Little, Brown and Company

Lakoff, George, and Mark Johnson 1980: Metaphors We Live By. Chicago: The University of Chicago Press

Lakoff, Robin 1975: Language and Woman's Place. New York: Harper and Row

Langer, Suzanne 1944: Language and Thought. Exploring Language (3rd ed.; 1983), Gary Goshgarian, ed. Boston: Little, Brown and Company

Lucy, John 1985: Whorf's view of the linguistic mediation of thought. Semiotic Mediation: Sociocultural and Psychological Perspectives. Elizabeth Mertz and Richard Parmentier, eds.; New York: Academic Press

Lutz, Catherine 1990a: Engendered emotion: gender, power, and the rhetoric of emotional control in American discourse. Language and the Politics of Emotion. Catherine Lutz and Lila Abu-Lughod, eds.; Cambridge University Press

Lutz, Catherine 1990b: The erasure of women's writing in sociocultural anthropology. American Ethnologist 17:611-625

MacArthur, L., and S. Eisen 1976: Achievements of male and female storybook characters as determinants of achievement behavior by boys and girls. Journal of Personality and Social Psychology 33:467-73

Maltz, David, and Ruth Borker 1982: A cultural approach to male-female miscommunication. Language and Social Identity. Gumperz, John (ed.); Cambridge University Press

Michel, Andre 1986: Down with Stereotypes! Eliminating Sexism from Children's Literature and School Textbooks. Paris: UNESCO

Miller, Casey, and Kate Swift 1991 (updated): Words and Women: New Language in New Times. New York: HarperCollins

Mills, Anne 1986: The Acquisition of Gender: A Study of English and German. Berlin Heidelberg: Springer Verlag

Mills, Jane 1989: WomanWords: A Dictionary of Words about Women. New York: The Free Press

Moulton, Janice, G.M. Robinson, and C. Elias 1978: Sex bias in language use: "Neutral" pronouns that aren't. American Psychologist 33:1032-36

Newman, Joan 1982: Girls are People Too! A Bibliography of Nontraditional Female Roles in Children's Books. Metuchen, N.J.: The Scarecrow Press

Nilsen, Alleen Pace, Haig Bosmajian, H. Lee Gershuny, and Julia P. Stanley 1977: Sexism and Language. Urbana, IL: National Council of Teachers of English

Northwest Regional Educational Laboratory Center for Sex Equality 1984: Bibliography of Nonsexist Supplementary Books (K-12). Phoenix: Oryx Press

Penelope, Julia 1990: Speaking Freely: Unlearning the Lies of the Fathers' Tongue. New York: Pergamon Press

Penfield, Joyce (ed.) 1987: Women and Language in Transition. Albany: State University of New York Press

Perry, Linda et.al. 1992: Constructing and Reconstructing Gender. Albany: State University of New York Press

Philips, Susan, Susan Steele, and Christine Tanz (eds.) 1987: Language, Gender, and Sex in Comparative Perspective

Piercy, Marge 1976: Woman on the Edge of Time. New York: Fawcett Crest

Poynton, Cate 1989: Language and Gender: Making the Difference. Oxford University Press

Pusch, Luise 1984: Das Deutsche als Mnnersprache. Frankfurt am Main: Suhrkamp

Rosenau, Pauline 1992: Post-Modernism and the Social Sciences: Insights, Inroads, and Intrusions. Princeton University Press

Sanday, Peggy Reeves 1990: Fraternity Gang Rape: Sex, Brotherhood and Privilege on Campus. New York: NYU Press

Smith, Philip 1985: Language, the Sexes, and Society. New York: Basil Blackwell

Spender, Dale 1980: Man Made Language. Boston: Routledge & Keegan Paul

Swann, Joan 1992: Girls, Boys, and Language. Cambridge, MA: Blackwell

Tannen, Deborah 1990: You Just Don't Understand: Women and Men in Conversation. New York: William Morrow

Thorne, Barrie, Cheris Kramarae, and Nancy Henley (eds) 1983: Language, Gender, and Society. Rowlet, MA: Newbury Publishers

Troemel-Ploetz, Senta 1982: Frauensprache: Sprache der Verndenung. Frankfurt am Main: Fischer Taschenbuch Verlag

Troemel-Ploetz, Senta (ed.) 1984: Gewalt durch Sprache: Die Vergewaltigung von Frauen in Gesprchen. Frankfurt am Main: Fischer Taschenbuch Verlag

Wilms, Denise, and Ilene Cooper (eds) 1987: A Guide to Non-sexist Children's Books. Vol. II: 1976-1985. Chicago: Academy Chicago Publishers

Reviews

Housman, Judy 1982: Mothering, the unconscious, and feminism. (Comments on various works by Nancy Chodorow). Radical America 16: 47-61

Kramarae, Cheris 1988: Review of Women, Men and Language (by Jennifer Coates, 1986). Quarterly Journal of Speech 74:381-383

Kramarae, Cheris 1992: Review of Speaking Freely (by Julia Penelope, 1990), You Just Don't Understand (by Deborah Tannen, 1990), and Telling It: Women and Language across

Cultures (by Telling It Book Collective, 1990). Signs 17: 666-671

Perry, Linda A.M. 1991: Review of You Just Don't Understand (by Deborah Tannen, 1990); Communication Quarterly 39:376-377

Rose, Ruth 1991: Review of You Just Don't Understand (by Deborah Tannen 1990); Sex Roles 24:785-787

Shibamoto, Janet 1988: Review of Feminism and Linguistic Theory (by Deborah Cameron, 1985), Nonverbal Sex Differences: Communication Accuracy and Style (by Judith A. Hall 1984), Language and Power (by Cheris Kramarae, Muriel Schulz, and William O'Barr, eds., 1984), and Language, Gender, and Society (by Barrie Thorne, Cheris Kramarae, and Nancy Henley, eds., 1983). Signs 13:635-640

Thorne, Barrie 1993: Review of He-Said-She-Said: Talk as Social Organization among Black Children (by Marjorie Harness Goodwin, 1990), and Schoolgirl Fiction (by Valerie Walkerdine, 1990). Signs 18:452-454

Language, Sex and Gender Spring 1993
ANTH/LING 214-WE/WMN 233-WE Test 1

Part I: Indicate whether each of the following statements is TRUE or FALSE. (2 pts. each)

1. The use of singular "they" (e.g. "If someone calls for me, tell them I'm not home") was first suggested by feminist linguists in the late 1960's as an alternative to "generic he".

2. The statement "Most people use 'singular they' as a third person pronoun" is an example of prescriptive grammar.

3. Muriel Schulz coined the term "semantic derogation" to argue that over time, terms referring to females have undergone a semantic change towards more negative meanings.

4. In the study by Condry & Condry described in class, boys typically displayed more anger than girls, whereas girls displayed more fear when presented with certain stimuli.

5. Benjamin Whorf argued that once a person has learned his/her native language, it becomes impossible for this person to think outside of the categories of that language.

6. Studies of color perception and -terminology have not provided consistent support for the Sapir-Whorf hypothesis.

7. Linguists have established a close correlation between natural and grammatical gender in most Indo-European languages.

8. The term "frigidity" was not always exclusively understood to refer to women.

9. Dale Spender cites lexical gaps as evidence for her theory that language is "man made".

10. Ferdinand Saussure's approach to language was synchronic.

11. A postmodern anthropologist would be more likely than a semiologist to draw on psychoanalytic theory in his/her work.

12. Between 1950 and 1970, there was a trend in children's books towards more male bias.

13. In Saussurean linguistics, "signifier" refers to sounds (e.g. a word), whereas "signified" refers to a concept.

14. Black & Coward coined the term "language myth" to criticize Spender's view that experience, rather than language, determines meaning.

15. Cultural constructionist perspectives on gender emphasize universal tendencies in male/female personality traits.

Part II: Answer five of the following questions - be succinct. (10 pts each).

1. Surveys of dictionaries have shown that the English language has more words to refer to men than to women. Julia (Penelope) Stanley has pointed to one conspicuous area of exceptions. What kinds of terms did she study, what were her findings, and how is the marking of 'common gender nouns' (such as lawyer) affected by this?

2. Briefly define (in one or two sentences each) five of the following terms

  a) negative semantic space
  b) grammatical gender
  c) lexical gap
  d) linguistic relativism
  e) Sapir-Whorf hypothesis
  f) prescriptive grammar

3. Why does Peggy Reeves Sanday make a distinction between sexuality and sexual expression? What is meant by "ideology" and "discourse" in her discussion of fraternity sexual discourse?

4. Briefly describe the overall strategy used by Douglas Hofstadter in A person paper on purity in language, as well as three specific ways in which this becomes apparent in the language of the paper.

5. What do Moulton et.al. (1978) mean by "parasitic reference"? How does this relate to supposed generics like "he" and "man"?

6. Why is grammatical gender called "gender" and how does it differ from natural gender?

7. What did Benjamin Whorf mean by "linguistic analogy" and how did he use that concept to explain the different ways in which speakers of English and Hopi think about units of time?

8. According to Lakoff & Johnson, what role do metaphors play in people's behavior and worldviews? Give an example.

Part III: Answer one of the following (20 pts).

1. Jacques Lacan's conception of the relationship between gender and language has been taken up favorably by some feminist theorists.
  a) Why? (What feminist criticisms of language does it address?)
  b) Why is Lacan's view of the meaning of the phallus seen as problematic by other feminist theorists?

2. In what sense can a Saussurean view of language be seen to be

at the root of the "language myth" described by Roy Harris (in Cameron)? How does Cameron's statement "Where there is no determinacy, there can be no determinism" relate to this?

Anthro/Ling 214-WE/WMN 233-WE

Course Project (LxC)

Papers due: Thursday, April 22 (Section 2)

Papers must be written in English!

Papers should be 14-16 papers in length. Students will have the option of revising their papers once. The revised papers are due Thursday, May 6.

* Submit your chosen topic on a piece of paper by March 16 *

Choose one of the following types of project:

1. Write a critical annotated bibliography of the foreign language readings you have done for this course. For each reading, summarize the important points made by the author(s), and evaluate them in light of class readings and discussions. Where necessary, complement your discussion of LxC readings with library research. (This topic is contingent on the number of LxC readings available).

2. Choose a topic from the syllabus and discuss it on the basis of both the regular class readings/ discussions for that topic and the relevant LxC readings. LxC readings must make up at least 50% of your sources. You may need to do some additional library research to complement the readings selected by the LRS's.

3. Take the perspective of an observer from another galaxy. You are a staff psychologist in charge of writing a report on sex and gender differences among Earth inhabitants. You have a general idea of the appearance and biology of the two sexes. Your report should focus on personality traits associated with each of the two sexes. The sources of information available to you are a dictionary of French/Spanish/German (your LxC language), a thesaurus in that language, and those LxC readings addressing the representation of the sexes in language (you may supplement these with other sources from the library - check with me if unsure).

4. If you have access to a French, German, or Spanish speaking community and you are able to communicate reasonably well in that language, you may choose topic 2 from the "non-LxC topics" (see back of this page) and conduct the interviews in your chosen LxC language. You will need to provide notes or transcripts from the original interviews and explain the responses in English.

Anthro/Ling 214-WE/WMN 233-WE

Course Project

Papers due: Tuesday, April 20 (Section 1)

Papers should be 14-16 pages in length. Students will have the option of revising their papers once. The revised papers are due Thursday, May 6.

* Submit your chosen topic on a piece of paper by March 16. *

Choose one of the following topics:

1. Stereotypes are judgments of other persons on the basis of their membership in particular social groups. Television plays a significant role in both reflecting and sustaining American stereotypes. For your project, select one program from the following categories:

   a) soap operas
   b) situation comedies
   c) TV dramas

   Tape the program and analyze it with regard to male/female interactions and the language used in them:

   a) Record (write down) all instances of the indicators of "powerless language" (Lakoff's "women's language"). These indicators include; tag questions, questioning intonation, hedges, 'empty adjectives', use of 'so' and 'very', overemphasis ('speaking in italics'), 'polite language', sex-specific vocabulary, hypercorrect forms.
   In your chosen TV program, are these linguistic usages best described as indicative of gender or of power (or something entirely different)?

   b) Record all instances of interruption, overlap, and swearing.

   c) Use class or other readings where appropriate.

   d) Indicate elements of the program that you see as promoting or countering stereotypes about the ways in which women and men speak, and explain why you reached your conclusions.

   e) How do these stereotypes (or their absence) relate to other aspects of social reality (especially with regard to concepts of gender)?

2. This project involves eliciting responses from 10 adult women and 10 adult men to two or three images (depending on complexity). The images should be photographs depicting adult human beings involved in different activities. The purpose is to examine whether women and men use different ways of describing

a) people (of either sex, or of indeterminate sex),
b) activities,
c) other relevant aspects of the photographs.

You should pay special attention to the terms used to refer to men and women and comments involving references to sexuality. You may also wish to comment on any other indicators of 'feminine' or 'masculine' styles of speech (see discussion by Coates) that you may detect and examine these with regard to context, the respondent's life situation (e.g. occupation, social network, upbringing) or other relevant factors. Use relevant readings where appropriate.

You should select the photographs on the basis of their portrayal of gender-typical activities, non-typical activities, or sexuality. Good sources of photographs are popular periodical magazines such as National Geographic or Life.

You should tape-record the responses of your participants or take diligent notes. Append the transcriptions or notes to your written analysis.

3. Every year, Americans send some 7.3 billion greeting cards, at a total cost of about $5 billion. According to the chair of Hallmark Cards, Inc., greeting cards "not only reflect [the sender] and their personality and their relationships with the other person, but it has to reflect that other person".

Many greeting cards are addressed to persons of a particular gender ("For a wonderful father", etc.). Examine the kinds of messages that are sent about the recipients of such cards on the basis of their gender. How do these (implicit or explicit) messages about the roles, activities, or behaviors of men compare to those of women? Are these gender messages conveyed via some linguistic means more than via others (e.g. metaphors or particular words)? Are there any hidden messages?

In your paper, state how you went about gathering your data, what your sample size was, and how you analyzed your data (append a listing of all 'gender messages' analyzed). You may do the data gathering part of the project as a team, but analysis and write-up must be done individually.

GENDER SYSTEMS (LIN BC3052y) [3 points] 3/9/93
Enrollment limited to undergraduates

The structure and function of gender systems and similar linguistic marking networks: systems based on sex (e.g. Spanish, Arabic), animacy (e.g. Ojibwa), shape (e.g. Chinese classifiers). Natural, arbitrary, and emblematic systems. Pronouns, syntax, and semantics; social implications of sex-based marking; measures undertaken to combat sexist effects.

Professor Joseph L. Malone
Linguistics Department
Barnard College, Columbia University
3009 Broadway
New York, NY 10027-6598
212-854-5363/3577

The course at this writing has been taught once, Spring 1991, but will be offered again in Spring1994. Though planned largely as a "service course" for the Barnard College Women's Studies Program and Columbia University's Women's Center, enrollment turned out to be limited to a small group of linguistics majors. It is hoped that advertising will attract a wider enrollment next time.

Bibliography will comprise roughly ten items, of which the first here listed should constitute the core text. The second is an article by the instructor:

Greville Corbett, *Gender*, Cambridge University Press, 1991

Joseph L. Malone, "On the Feminine Pronominalization of Irish and English boat nouns," *General Linguistics* 25(1985) 189-198.

SALLY MCCONNELL-GINET, Cornell University

Language and the Sexes
Linguistics/Women's Studies 244

Spring 1989, MWF 11:15

Course Description

We will explore connections between language (use) and gender/sex systems, examining a variety of theoretical perspectives, methodologies, and findings in recent research and writing. Readings, lectures, and class discussion will draw on work in linguistics, anthropology, philosophy, psychology, sociology, literature, and general women's studies and feminist theory that addresses questions such as the following: How do patterns of speaking and interpreting reflect, perpetuate, and create our experience of gender? How does gender interact with race, class, socioeconomic status, age, occupational and social/familial roles, institutional settings, and other factors? How does gender connect to linguistic change? What do controversies about sexism and other biases in language suggest about the connections between language, thought , and socially situated political struggles? How are meanings produced and reproduced, negotiated and legitimated? What is the role of language in the development of theory and of ideology? Participants will also learn (and use) some techniques for analysis of conversational and written texts.

Course Requirements

All course participants will be responsible for (and graded on)

a. Regular class attendance and participation in discussion; Fridays will typically be devoted to discussion though Monday and Wednesday lectures will also allow for some discussion.

b. Required readings. The readings will be available from Quoin Copy, 117 Dryden Road. Readings will also be on reserve in Uris Library and in Women's Studies, Uris Hall 333.

c. Three "hands-on" projects to be presented for class discussion on February 17, March 31, and April 28. Written reports, reflecting class discussion as well as prior research, will be due a week later. Two of these will involve taping and transcribing conversations and analyzing them, and one will involve analysis of written materials. You will receive more detailed instructions on these assignments soon.

d. Two mid-terms, based on take-home questions: March 3, April 14.

e. An end-of-term project or research paper, collective or individual. Brief (one-page) but detailed proposals for the term project or paper are to be submitted no later than March 10.

An S/U requires "passing" work quality on all three requirements (including attendance and participation); for letter grades, the weighting is roughly as follows: participation (15%), "hands-on" projects (40%), midterms (20%), final project or paper (25%). Extensions/make-ups for projects and midterms not allowed (except in exceptional circumstances); extension possible (but not encouraged) for final paper or project.

SEMESTER SYLLABUS OF TOPICS AND READING ASSIGNMENTS

Week 1 Overview and Orientation

We will begin by looking at some general methodological and theoretical issues raised in the study of language as it interacts with gender/sex. The paper by me and that by Thorne, Kramarae, and Henley show something of the scope and development of recent research and thinking about gender and language but emphasize conversational usage in the American context. Borker, in contrast, puts cross-cultural diversity in focus and also draws attention to the wide range of ways in which language enters into human lives and thought. Finally, the selection from Kramarae and Treichler describes a recent project of compiling a dictionary of "women's words". On Friday, January 27, Professor Paula Treichler of the University of Illinois, who is coauthor of that reading, will speak on "Creating 'A Feminist Dictionary' ". Paula Treichler is a Senior Fellow at the Society for the Humanities this spring.

McConnell-Ginet, Sally. 1988. Language and gender. IN Newmeyer, Frederick J., ed. Linguistics: The Cambridge Survey IV. Language: The Sociocultural Context (New York: Cambridge University Press, 1988), 75-99.

Thorne, Barrie, Cheris Kramarae, and Nancy Henley. 1983. Language, gender, and society: Opening a second decade of research. IN Thorne, Barrrie, Cheris Kramarae, and Nancy Henley, eds. Language, Gender, and Society (Rowley, MA: Newbury House, 1983) (hereafter LG&S), 7-24.

Borker, Ruth. 1980. Anthropology: Social and cultural perspectives. In McConnell-Ginet, Sally, Ruth A. Borker and Nelly Furman, eds., Women & Language in Literature and Society (New York: Praeger and Greenwood, 1980) (hereafter, W&L), 26-44.

Kramarae, Cheris and Paula A. Treichler. 1985. Words on a feminist dictionary. IN Kramarae, Cheris and Paula A. Treichler, eds. with assistance from Ann Russo, A Feminist Dictionary (Boston, London and Henley: Pandora Press), 1-22.

Week 2 "Women's language": Scholarly and folklinguistic views

Traditional grammarians, dialectologists, and other writers on language have not always agreed on substance of differences linked to speaker sex but have generally seen women as "special" (and usually "devalued") language users. Jespersen's survey is relatively benign and introduces some ideas that continue to be important: e.g. a focus on sex-differentiated work, mobility, interests, and values. Baron examines other writings predating Jespersen, and Coates looks at early work by anthropological linguists and dialectologists. Lakoff's more recent feminist-inspired proposals have been very influential; though adopting different explanatory frameworks from those prevalent in more traditional research, she also presents "women's language" in English as the marked case (and women as deficient speakers); compare her picture of women speaking English with Jespersen's. Valian is critical of Lakoff's failure to discriminate language systems from their use; Stanback draws attention to neglect of ethnic diversity. We will later consider other responses, direct and indirect, to Lakoff's discussion of "women's language".

Jespersen, Otto. 1922. Chapter 13, The woman. IN Language: Its Nature, Development, and Origin, 237-55.

Baron, Dennis. 1986. Chapter 4, An alien tongue; Chapter 5, Women's words. IN Grammar and Gender (New Haven: Yale University Press), 55-89.

Coates, Jennifer. 1986. Chapter 3. The historical background (II) - Anthropologists and dialectologists. IN Women, Men and Language (London and New York: Longman, Studies in Language and Linguistics), 35-53.

Lakoff, Robin. 1973. Language and woman's place. Language in Society 2, 45-79. Reprinted as Part One of Language and Woman's Place (New York: Harper & Row, 1975).

Valian, Virginia. 1977. Linguistics and feminism. IN Vetterling-Braggin, Mary, Frederick Elliston, and Jane English, eds., Feminism and Philosophy (Totowa, N.J.: Littlefield, Adams, and Co.), 154-66. Rpt. IN Vetterling-Braggin, Mary, ed., Sexist Langauge: A Modern Philosophical Analysis (Totowa, N.J.: Littlefield, Adams and Co., 1981).

Stanback, Marsha Houston. 1985. Language and black woman's place: Evidence from the black middle class. IN Treichler, Paula A., Cheris Kramarae, and Beth Stafford, eds., For Alma Mater: Theory and Practice in Feminist Scholarship (Urbana and Chicago: Univ. of Illinois Press), 177-93.

Week 3 Cross-sex communicative interaction: Dominance

Lakoff proposed that women are in a linguistic "double-bind". Using data from North Carolina courtrooms, O'Barr and Atkins propose that much of what Lakoff has called "women's language" is really "powerless" language, both in the sense of being used by those whose power is limited and in being relatively ineffective. Much work on conversational analysis also seems to find women at a disadvantage in cross-sex exchanges though for somewhat different reasons than Lakoff suggests. Fishman's research on allocation of responsibility for keeping conversation afloat, and West and Zimmerman's work on interruptions have been widely discussed as examples of men's exerting conversational dominance over women. Mann's account of "bar talk" and Gardner's analysis of "street remarks" point to communication that is somewhat problematic for women in semi-public contexts where gender and cross-sex relationships are especially salient.

O'Barr, William M. and Bowman K. Atkins. 1980. "Women's language" or "powerless language"? W&L, 93-110.

Fishman, Pamela. 1983. Interaction: The work women do. L,G&S, 89-102.

West, Candace and Don H. Zimmerman. 1983. Small insults: A study of interruptions in cross-sex conversations between unacquainted persons. L,G&S, 103-118.

Gardner, Carol Brooks. 1980. Passing by: Street remarks, address rights, and the urban female. Sociological Inquiry 50, 328-356.

Mann, Brenda J. 1974. Bar talk. IN Spradley, James P. and David W. McCurdy, Conformity and Conflict: Readings in cultural anthropology [2nd ed.]. (Boston: Little, Brown, and Co.), 101-111.

Week 4 Cross-sex communicative interaction: Difference

It has also been argued that there are gender-differentiated models of how communication ought to proceed which are basically acquired in single-sex peer interaction among children. On this view, at least some communicative difficulties between the sexes arise from misunderstanding. Reviewing research on single-sex groups such as Goodwin's for children and Kalcik's study of narrative style in a women's group, Maltz and Borker argue that (American) females and males come from different communicative "cultures" and that each misinterprets the other. Though Maltz and Borker do not cite it, Edlesky's work showing that women say more when there is a "shared floor" is also suggestive of distinctive communicative cultures along the lines they suggest. Tannen points to ethnic styles of communication as another source of misunderstanding important in cross-sex intimate communication (and also, though she does not discuss it, a potential problem for same-sex couples).

Goodwin, Marjorie Harness. 1980. Directive-response speech sequences in girls' and boys' task activities. W&L, 157-173.

Kalcik, Susan. 1975. "...like Ann's gynecologist or the time I was almost raped": Personal narratives in women's rap groups. IN Farrar, Claire, ed., Women and Folklore, 3-11.

Edelsky, Carole. 1981. "Who's got the floor?" Language in Society 10, 383-421.

Maltz, Daniel N. and Ruth A. Borker. 1982. A cultural approach to male/female miscommunication. IN John J. Gumperz, ed., Language and Social Identity (Cambridge: Cambridge Univ. Press, Studies in Interactional Sociolingusitics 2), 196-216.

Tannen, Deborah. 1982. Ethnic style in male-female conversation. IN Gumperz, ed. (see above), 217-231.

FIRST PROJECT DUE FEBRUARY 17

Week 5 Communicative Styles: Aims and strategies

Communicative style depends not only on group identity but is also a matter of aims and strategies for achieving them, given assessment of one's social resources. Drawing on philosopher Grice's theories of conversation, linguist Michell proposes that women's "telling it slant" (conveying partial or distorted truths), while ultimately an imperfect strategy, is nonetheless a reasonable and effective response to their communicative problems in male-dominated society. Brown draws on a general Gricean-style theory of politeness as involving strategies to maximize one another's "negative face" (sense of one's autonomy and individuality being respected) and "positive face" (sense of being included in a connected social group). She examines women's politeness to one another and to men in a particular social group where women's position is quite explicitly and strikingly subordinate to that of men. It is illuminating to read Costello's paper on the poet Marianne Moore and her "subversive" use of "feminine" modes of language use for particular communicative aims with Michell's and Brown's strategic focus in mind. From a somewhat different perspective, Treichler and Kramarae look at language use in academic settings and discuss strategies women students have used to restructure problematic classroom interactions.

Michell, Gillian, 1984. Women and lying: A pragmatic and semantic analysis of "telling it slant". Women's Studies Int. Forum 7.5, 375-83.

Brown, Penelope. 1980. How and why are women more polite: Some evidence from a Mayan community. W&L, 111-136.

Costello, Bonnie. 1980. The "feminine" language of Marianne Moore. W&L, 222-238.

Treichler, Paula A. and Cheris Kramarae. 1983. Women's talk in the ivory tower. Communication Quarterly 31, 118-132.

Week 6 At the "edge" of language

Prosodic features of speech --(relative) tempo, rhythm, pitch--are to some extent controlled by linguistic rules and to some extent not. My paper looks at some of the research on women's and men's uses of these features and problems raised for interpretation of their significance. Movements and gestures are also important accompaniments o tospeech in communication; to some extent, they are conventionalized and structured although not grammaticized in quite the same ways that language is (except in languages such as ASL used by hearing-impaired people in this country). Henley explores a number of dimensions of the sexual politics of bodily movement. Goffman analyses postures and demeanors as components of stylized gender display.

McConnell-Ginet, Sally. 1983. Intonation in a man's world. L,G&S, 69-88.

Henley, Nancy. 1977. Body Politics (Englewood Cliffs, N.J.: Prentice-Hall), chapters 1-2, 6-7.

Goffman, Erving. 1979. Gender display. IN Goffman, Gender Advertisements.

FIRST MIDTERM, MARCH 3

Week 7 Social variation and language change

Linguists have been very interested in systematic variation in language use that is keyed to social identity; such variation is of special interest because of its ties to ongoing language change in a community. Some linguists have proposed that women are generally in the vanguard of change, others that women are conservative in their usage; as might be expected, matters are far more complex. Coates reviews sociolinguistic research on gender-linked variation (with a focus on work in urban Britain), looking both at the ties to social stratification and at work on social networks. Eckert's work in a Detroit high school is of interest as a case where gender identity is far less significant than self-identified adolescent social group membership. Nichols' research deals with a rural setting where mainstream English is in competition with Gullah, an English-based creole; she explains sex-linked variation chiefly in terms of women's and men's occupational opportunities. Hill's research looks at Spanish influences on a Mexican

Indian language, tying women's language use to their lives and values in the community. Rather than variation within a single language, Gal looks at competition between two different languages (German and Hungarian) in a situation where very different langauge-associated options exist for women and men.

Coates, Jennifer. 1986. Chapter 4, Quantitative studies, and Chapter 5, Social networks. IN Women, Men and Language. 57-95.

Eckert, Penelope. 1988. Adolescent social structure and the spread of linguistic change. Language in Society 17, 183-207.

Nichols, Patricia C. 1983. Linguistic options and choices for black women in the rural south. L,G&S, 54-68.

Hill, Jane H. 1987. Women's speech in modern Mexicano. In Philips, et al., eds., 121-60

Gal, Susan. 1978. Peasant men can't get wives: Language change and sex roles in a bilingual community. Language in Society 7, 1-16.

TERM PROJECT PROPOSALS DUE, MARCH 10

Week 8 Cross-cultural perspectives on genderized language use

Recent research has made clear the diversity in the ways that speech and gender interact. We will discuss a variety of ethnographic situations and consider whether it is possible to say anything systematic about how general features of social organization and of the "arrangements between the sexes" link to genderized language use. Are we able yet to posit interesting universals? To connect kinds of interactions between language and gender with broad differences in types of societies?

Ochs, Elinor. 1987. The impact of stratification and socialization on men's and women's speech in Western Samoa. IN Philips, Steele, and Tanz, eds..

Schiefflin, Bambi B. 1987. Do different worlds mean different words?: An example from Papua New Guinea. In Philips, Steele, and Tanz, eds..

Kuipers, Joel Corneal. 1986. Talking about troubles: Gender differences in Weyewa speech use. American Ethnologist 13 (3), 448-6.

Lederman, Rena. 1980. Who speaks here?: Formality and the politics of gender in Mendi. Journal of the Polynesian Society 89 (4), 479-98.

SPRING BREAK

Week 9 Everyday genders and gender relations

Approaching language use analytically uncovers its complexities in much more familiar settings. We will look at research that shows some of the richness and complexity of many everyday kinds of language use--children's games, jokes, graffiti--in connection to gender/sex systems.

Goodwin, Marjorie Harness. 1985. The serious side of jump rope: Conversational practices and social organization in the frame of play. IN Journal of American Folklore 98: 315-330

Bruner, Edward M. and Jane Paige Kelso. 1980. Gender differences in graffiti: A semiotic perspective. IN Women's Studies International Quarterly 3, 239-252.

Bergmann, Merrie. 1986. How many feminists does it take to make a joke?: Sexist humor and what's wrong with it.

SECOND PROJECT DUE, MARCH 31

Week 10 Genderized meaning: Grammatical gender and pronouns

Grammatical gender systems of the sort found in many familiar European languages (e.g., French, Spanish, Italian, German, Russian) is sometimes said by linguistis to be totally unconnected to sociocultural gender, but matters are considerably more complex than this. English essentially lost its grammatical gender system hundreds of years ago; nonetheless, anaphoric pronouns in English (pronouns that are understood via their connection to some other linguistic expression--e.g., "Every woman thinks that she is intelligent") do vary in ways that depend not just on the sex of potential referents. We will explore briefly what grammatical gender systems convey. We will then consider both the subtleties of actual pronominal usage and interpretation in English and the reforms proposed and resistance to them.

Silverstein, Michael. 1985. Language and the culture of gender: At the intersection of sturcture, usage, and ideology. IN Elizabeth Mertz and Richard H. Parmentier, eds., Semiotic mediation: Sociocultural and psychological perspectives (Orlando: Academic Press), 219-59.

Martyna, Wendy. 1983. Beyond the he/man approach: The case for nonsexist language. IN Thorne, Henley, and Kramare, eds., L,G&S, 25-37.

Wolfe, Susan J. 1989. The reconstruction of word meanings: A review of the scholarship. IN Frank, Francine Wattman and Paula A. Treichler, eds., Language, Gender, and Professional Writing: Theoretical Approaches and Guidelines for Nonsexist Usage (New York: MLA), 80-93.

Frank, Francine Wattman and Paula A. Treichler. 1989. Language, Gender and Professional Writing. [Introduction, up to but not including "The social and professional context of scholarly writing"]. IN Frank and Treichler, eds., 1-24.

Frank, Francine Wattman and Paula A. Treichler. 1989. Common problems of sexist usage: "Generic" He. IN Frank and Treichler, eds., 141-181.

Week 11 Addressing and labelling

Address forms designate the recipient of an utterance ("you guys", "Miss", "honey", "smartass", "ladies") and at the same time convey messages about assessment by speakers of the social situation and of their relationsip to their addressees. Many of the same forms are also used to label and refer to third parties though some forms are only referential/labelling and others only address. We will look at some of the work on how address and labelling not only reflect but help create gender relations.

McConnell-Ginet, Sally, 1978. Address forms in sexual politics. IN Butturff, D. and E.L. Epstein, eds., Women's Language and Style (Akron, OH: L&S Books, 1978), 23-35.

Fiske, Shirley Jeanette. 1978. Rules of address: Navajo women in Los Angeles. Journal of Anthropological Research 34 (1): 72-91.

Kalcik, Susan J. 1985. Women's handles and the performance of identity in the CB community. IN Rosan A. Jordan and Susan J. Kalcik, eds., Women's Folklore, Women's Culture (Philadelphia: Univ. of Pennsylvania Press), 99-108.

Stirling, Lesley. 1987. Language and gender in Australian newspapers. IN Pauwels, Anne, ed., Language, gender and society in Australia and New Zealand (Melbourne: River Seine Publications), 108-128.

Jabbra, Nancy Walstom. 1980. Sex roles and language in Lebanon. Ethnology: An International Journal of Cultural and Social Anthropology 19 (4), 459-74.

SECOND MIDTERM, APRIL 14

Week 12 Authority, discourse, and meaning

Implicit in much of our earlier discussion has been the view that being able to say what one means can be problematic. In this section we consider questions about the development of meaning in discourse and about competition among alternative meanings.

McConnell-Ginet, Sally. 1989. The sexual (re)production of meaning: A discourse-based theory. IN Frank and Treichler, eds., 35-50.

Treichler, Paula J. 1989. From discourse to dictionary: How sexist meanings are authorized. IN Frank and Treichler, eds., 51-79.

Scheman, Naomi. 1980. Anger and the politics of naming. IN McConnell-Ginet, Borker, and Furman, eds., 174-187.

Penelope, Julia. 1988. Interpretive strategies and sex-marked comparative constructions. IN Alexandra D. Todd and Sue Fisher, eds., Gender and discourse: The power of talk (Cambridge: Cambridge University Press), 255-275.

Week 13 Language, theory, and ideology

We turn finally to look at the very deep and difficult question of how ways of talking and ways of thinking and acting are mutually influential. Examples are drawn from a number of different domains: sociobiology, feminist philosophy of science, feminist discussions of lesbianism.

Brown, JoAnne. 1986. Professional language: Words that succeed. *Radical History Review* 34, 33-51.

Hoagland, Sarah Lucia. 1980. Androcentric rhetoric in sociobiology. *Women's Studies International Quarterly* 3, 285-293.

Cohn, Carol. 1987. Sex and death in the rational work of defense intellectuals. *SIGNS: Journal of Women in Culture and Society* 12, 687-718.

Wolfe, Susan J. 1988. The rhetoric of heterosexism. IN Todd and Fisher, eds., 199-224.

Week 14 New voices, new readings

We close by briefly looking at some of the innovative uses of language in recent writings by women and at women's re-reading of familiar texts.

Rich, Adrienne. 1971. When we dead awaken: Writing as re-vision. IN Rich, *On Lies, Secrets, and Silence: Selected Prose 1966-1978* (New York: W.W. Norton & Co.), 33-50.

________. 1977. Power and danger: Works of a common woman. IN Rich, *On Lies, Secrets, and Silence*, 247-258.

Daly, Mary. 1978. *Gyn/Ecology: The Metaethics of Radical Feminism*, (Boston: Beacon Press), preface and introduction.

LANGUAGE AND GENDER

Bonnie S. McElhinny **Stanford University**

COURSE DESCRIPTION:

This course is a comprehensive introduction to the study of language and gender. Students need not have any previous linguistic training to enroll in the course, though students with some linguistic background will probably reap additional benefit from the course. The course has a strong international focus, drawing on descriptions of women and men's speech in Europe (Spain, Newfoundland, the Netherlands, Wales, Germany, Hungary), Asia (Java, Japan), North America (African-American, European-Amerian, Native American, Puerto-Rican), Africa (Egypt, Madagascar), South America (Warao, Tenejapa, Mexicano, Kuna) and the Pacific Islands (Samoa). Students will consider some of the debates currently taking place in sociolinguistic studies of gender about which theoretical frameworks to use in understanding why, how and when gender differences in language use exist. Though this debate takes a particular form within sociolinguistics (often, dual culture models vs. power/resistance models), similar debates take place in psychology, history, anthropology and other fields. This course thus also provides an introduction to some of the principal questions of feminist theory, as viewed from sociolinguistics. The course introduces students to a variety of sociolinguistic concepts as they are used and useful in studies of language and gender (including style, dialect, standard and nonstandard language, speech community, bilingualism, politeness and communicative competence).

COURSE REQUIREMENTS:

An important part of this course is the set of attached mini-fieldwork exercises.These are intended to provide students with practice in the gathering, analysis and interpretation of naturally-occurring conversational data. Near the beginning of the quarter students will tape a conversation somewhere on campus, and then will use that audiotape to consider a number of questions about language and gender. I expect that these exercises done by the students will in some cases provide evidence against some overly hasty generalizations made in the sociolinguistic literature about men and women's speech. Further, these exercises provide students with firsthand evidence about how one's choice of methods and data can influence the outcome of a study.

Students will also be expected to turn in a weekly one-page response to the readings. This response should NOT be a summary of the readings (I've read them!) but rather than attempt to consider some point in more detail--illustrating it with data from one's own tape or experience, questioning it, offering an alternative interpretation, relating it to other reading we've done.

Finally students will be required to write a final paper (20 pages) on a some issue relating to language and gender. This paper may be an extension of one of the fieldwork exercises, or an investigation of some issue not addressed by class readings, or a theoretical critique of some aspect of language and gender research.

Many of the articles listed below could be classified under more than one of the weekly subject headings. When an article from previous weeks is particularly relevant, that article is included in parentheses at the end of the brief paragraph describing that week's readings. So, for instance, Briggs 1993 is included under week 4 (power and resistance) but also under week 7 (gender and affect). Such articles should be reviewed carefully, along with the other readings assigned for that week.

We'll be using the following texts in this course:

Cameron, Deborah. 1985. *Feminism and Linguistic Theory* (London: Macmillan Press).

Coates, Jennifer. 1986. *Women, Men and Language: A Sociolinguistic Account of Sex Differences in Language* (London: Longman).

Lakoff, Robin. 1974. *Language and Woman's Place* (NY: Harper's Row).

Thorne, Barrie, Cheris Kramarae, and Nancy Henley (eds.). 1983. *Language, Gender and Society* (Rowley MA: Newbury).

WEEK 1: THEORETICAL OVERVIEWS

These articles provide an overview of theoretical perspectives on the study of gender in general, and on language and gender in particular. The questions these articles raise are ones we'll return to frequently throughout the semester. Come to class prepared to discuss the definitions of 'gender' offered in these articles.

Borker, Ruth and Daniel Maltz. 1989. "Anthropological Perspectives on Gender and Language" in *Gender and Anthropology: Critical Reviews for Research and Teaching* (AAA: Washington DC).

Cameron, Deborah. 1985. "Chapter 2. Linguistic Theory: Frameworks and Approaches" in *Feminism and Linguistic Theory*, pp. 9-29.

Eckert, Penelope and Sally McConnell-Ginet. 1992. "Think Practically and Look Locally: Language and Gender as Community-Based Practice" *Annual Review of Anthropology*.

Gal, Susan. 1991. "Between Speech and Silence: The Problematics of Research on Language and Gender" in *Gender at the Crossroads of Knowledge: Feminist Anthropology in the Postmodern Era* (Berkeley: Univ. of California Press), pp. 175-203.

Jaggar, Alison and Paula Rothenberg. 1984. "Theories of Women's Oppression" in *Feminist Frameworks: Alternative Theoretical Accounts of the Relations Between Men and Women* (NY: McGraw-Hill), pp. 81-91.

McElhinny, Bonnie. 1993. "Theories of Gender in Sociolinguistics" Chapter 2 of *How Gender Talks: Discourse and Dialect as Symbols of Professional Identity* (Ph.D. dissertation, Stanford University).

Rhode, Deborah. 1990. "Theoretical Perspectives on Sexual Difference" in *Theoretical Perspectives on Sexual Difference* (New Haven: Yale University Press), pp. 1-13.

WEEK 2: GOSSIP

Stereotypes about men and women's speech shape many speakers' (and many scholars'!) ideas of what differences exist between men and women's language. One negative stereotype attached to women's speech in many cultures is that women talk all the time, or talk too much, about trivial things and other people. This week's articles consider the functions of gossip in three very different communities: a Spanish village, a Newfoundland village and an African-American urban community. Borker reviews studies of gossip across Europe, while Spacks develops an account of the way that subordinate groups more generally (servants, women, slaves) use gossip as a way of disseminating information, promoting unity, and keeping their distance from the superordinate group. Consider the functions of gossip discussed here in light of Gal's views on silencing and resistance. Come into class with a short list of stereotypes of men's and women's speech in languages and communities with which you are familiar. Are there any patterns? How do you think the stereotypes correspond to the way men and women actually talk?

Borker, Ruth. 1980. "Anthropology: Social and Cultural Perspectives" in *Women and Language in Literature and Society*, pp. 26-44.

Coates, Jennifer. 1986 "Ch. 2: The Historical Background: Folklinguistics and Early Grammarians" in *Women, Men and Language*, pp. 15-34.

Goodwin, Marjorie. 1980. "He-said-she-said: Formal Cultural Procedures for the Construction of a Gossip Dispute Activity" *American Ethnologist* 7(4):674-695.

Foris, James. 1966. "The Dynamics of Verbal Exchange: A Newfoundland Example" *Anthropologica* 8(2):235-248.

Harding, Susan. 1975. "Women and Words in a Spanish Village" in *Toward an Anthropology of Women* (NY: Monthly Review)

Spacks, Patricia Mayers. 1985. "Ch. 2: Its Reputation" in *Gossip* (NY: Knopf).

Exercise 1 --Transcription of Conversation-is due.

WEEK 3: DUAL CULTURE MODELS AND CRITIQUES

One explanation for gender differences in speech is that boys and girls in a given society are socialized so differently that communication between them (and between men and women) is like communication between two different cultures. Borker and Maltz 1982 first presented this dual culture model; Tannen 1990 provides the most elaborated and well-known version of it. In psychology Carol Gilligan's work (especially, In a Different Voice) makes a similar argument. Before class you will want to review Eckert and McConnell-Ginet's critique of this dual-culture model. Also reconsider Goodwin's 1980 article. Does her work provide evidence for or against a dual-culture model?

Freed, Alice. 1993. "We Understand Perfectly: A Critique of Tannen's View of Cross-Sex Communication" in M. Bucholtz, K. Hall and B. Moonwomon (eds.), *Locating Power: Proceedings of the 1992 Berkeley Conference on Women and Language* (Berkeley: Dept. of Linguistics, Univ. of California-Berkeley).

Gilligan, Carol. 1982. "Ch 2: Images of Relationship" in *In a Different Voice: Psychological Theory and Women's Development* (Cambridge: Harvard Univ. Press), pp. 24-63.

Maltz, Daniel and Ruth Borker. 1982. "A cultural approach to male-female miscommunication" in *Language and Social Identity* (NY: Cambridge University Press).

Tannen, Deborah. 1990. *You Just Don't Understand: Men and Women in Conversation* (NY: William Morrow and Co, Inc.) (selections)

WEEK 4: POWER AND RESISTANCE

Critics of the dual-culture model argue that thinking of men and women as separate but equal cultures doesn't take power differences between men and women into account. They argue that that model doesn't explain how these different cultural styles arose for men and women, and the ways that differences in men and women's speech might reflect and support differential access to power in their shared culture. These articles explore a variety of ways of thinking about power and resistance to power as it is expressed in language (See also Gal 1991, Eckert and McConnell-Ginet 1992).

Abu-Lughod, Lila. 1986. "Ch 7. "Modesty and the Poetry of Love" and Ch. 8 "Ideology and the Politics of Sentiment" in *Veiled Sentiments: Honor and Poetry in a Bedouin Society*, pp. 208-261.

Briggs, Charles. 1992. "Since I am a Woman, I Will Chastise My Relatives: Gender, Reported Speech and the (Re)production of Social Relations in Warao Ritual Wailing" *American Ethnologist* 19(2):336-361.

Cameron, Deborah. 1985. "Chapter 6: Silence, Alienation and Oppression: Feminist Models of Language" and "Chapter 7: Feminist Models of Language: Semiology and the Gendered Subject" in *Feminism and Linguistic Theory*, pp. 91-133..

Radway, J. 1984. *Reading the Romance: Women, Patriarchy and Popular Literature* (Chapel Hill: Univ. of No. Carolina Press) (selections).

WEEK 5: INTERPRETING LINGUISTIC FORMS AND THEIR SOCIAL FUNCTIONS

Some of the earliest work on gender differences suggested that women's speech isn't as effective as men's because women tend to use certain negatively evaluated forms more than men do. The next wave of linguistic research suggested that often linguistic forms that were negatively evaluated when used by women were sometimes positively evaluated when used by men, and that where linguistic forms were consistently negatively evaluated, people of lesser status (whether male or female) used such forms more than people of greater status (male or female). All this suggested that it isn't a linguistic form itself which should be considered to have an inherent meaning, but rather the social position of the speaker, and the context in which that speaker is speaking. Recently this has been used as evidence for the necessity of studying the use and interpretation of linguistic forms within the norms of a given community by scholars like Penny Eckert, Marjorie Goodwin and Cindie McLemore. They've suggested that the categories of 'men' and 'women', unless defined within the context of a given community, are too abstract to be useful in understanding why people use a given linguistic form and what it means. We'll consider the question of the interpretation of linguistic forms and their relationship to cultural context with this week's readings. Coates surveys studies of a number of linguistic forms (intonation, hedges, tag questions) associated with sex differences in English. Tannen and West focus on the role of interruptions in ~~Dutch~~ and English interactions. McLemore and Ochs provide theoretical accounts of how to determine the meaning of a linguistic form within a community. Does the work of Tannen here best support a dual-culture model of gender difference, or a power/resistance model? How about the work of Zimmerman and West?

Coates, Jennifer. 1986. Ch. 6 "Sex Differences in CommunicativeCompetence" in *Women, Men and Language*, pp. 96-118.

Lakoff, Robin. 1974. *Language and Women's Place* (NY: Harper).

McConnell-Ginet, Sally. 1988. "Language and Gender" in Frederick Newmeyer (ed.), *Language: The Sociocultural Context* (Vol. IV. in Linguistics: The Cambridge Survey) (Cambridge: Cambridge Univ. Press), pp. 75-99.

McLemore, Cynthia. 1991. "The Interpretation of L*H in English" in C. McLemore (ed.), *Linguistic Forum 32: Discourse* (Austin: University of Texas Dept. of Linguistics).

Ochs, Elinor. 1992. "Indexing Gender" in C. Goodwin and A. Duranti (eds.), *Rethinking Context: Language as an Interactive Phenomenon* (Cambridge: Cambridge University Press).

Tannen, Deborah. 1989. "Interpreting Interruption in Conversation" in *Papers from the 25th Annual Meeting of the Chicago Linguistics Society*, Part 2, 266-287.

West, C. and Don Zimmerman. 1983. "Small insults: A study of Interruptions in Cross-Sex Conversations between Unacquainted Persons" in *Language Gender and Society* (Rowley, Mass: Newbury House).

Exercise 2--Gender Differences in Interruptions--is due.

WEEK 7: POLITENESS

Expressions of politeness not only indicate one's attitude towards an interlocutor (one is generally more genuinely polite to those one respects than those one does not), and one's social distance from them (for instance, one is generally more likely to be polite to a stranger than to family, in the West), but they also often index one's own social position (so that in the West one is often more polite to a social superior than to a peer, and one is differently polite to a social superior than to a social inferior). Levinson and Brown is a seminal attempt to codify the principles governing the expression of politeness. The other articles included here discuss the ways that use of politeness by men and women in a number of cultures indexes, and often reproduces, their social positions.

Abrahams, Roger. 1975. "Negotiating Respect: Patterns of Presentation

Among Black Women" Journal of American Folkore 88, pp. 58-80.

Brown, Penelope. 1990. "Gender, Politeness and Confrontation in Tenejapa" *Discourse Processes* 13(1):123-141.

Brown, Penelope and Stephen Levinson. 1987. *Politeness: Some Universals in Language Use* (Cambridge: Cambridge Univ. Press), pp. 55-84.

Deuchar, Margaret. 1988. "A Pragmatic Account of Women's Use of Standard Language" in *Women in Their Speech Community* (London: Longman), pp. 27-32.

Goodwin, Marjorie Harness. 1980. "Directive-Response Sequences in Girls' and Boys' Task Activities" in *Women and Language in Literature and Society* (NY: Praeger), pp. 157-173.

Keenan, Elinor. 1974. "Norm-makers and Norm-breakers: Uses of Speech by Men and Women in a Malagasy Community" in *Explorations in the Ethnography of Speaking* (NY: Cambridge University Press).

Smith, Janet. 1992. "Women in Charge: Politeness and Directives in the Speech of Japanese Women" *Language in Society* 21(1):59-82.

Smith-Hefner, Nancy. 1988. "Women and Politeness: the Javanese Example" *Language in Society* 17(4):535-554.

WEEK 7: AFFECT

In many cultures the expression of certain emotions like anger or sorrow are considered appropriate only in certain carefully defined contexts and/or for certain members of the society. Often such expression is implicated (or indexed--see Ochs 1992) in cultural notions about what women and men are like. These articles explore the expression of affect among Bedouins, Americans, Malagasy and Tenejapan men and women, and its role in the construction of gender. (See also Briggs 1992.)

Lutz, Catherine. 1990. "Engendered emotion: gender, power and the rhetoric of emotional control in American discourse" in *Language and the Politics of Emotion*, pp. 69-91.

Lutz, Catherine and Lila Abu-Lughod. 1990. "Introduction: Emotion Discourse and the Politics of Everyday Life" in *Language and the Politics of Emotion*, pp. 1-23.

McConnell-Ginet, Sally. 1983. "Intonation in a Man's World" in *Language, Gender and Society*, pp. 69-88.

McElhinny, Bonnie. 1993. "I Don't Smile Much Anymore: Gender, Affect and the Discourse of Pittsburgh Police Officers" in *Locating Power: Proceedings of the 1992 Berkeley Conference on Women and Language* (University of California, Berkeley Department of Linguistics).

Ochs, Elinor and Bambi Schieffelin. 1989. "Language has a Heart" *Text* 9(1):7-25.

Philipsen, Gerry. 1975. "Speaking like a Man in Teamsterville" *Quarterly Journal of Speech*, pp. 13-22.

Sattel, Jack. 1983. "Men, inexpressiveness and power" in *Language, Gender and Society* (Rowley Mass: Newbury House).

Exercise 3-- Gender Differences in the Expression of Affect--is due.

WEEK 8: POLITICAL ECONOMY AND GENDERED LANGUAGE

We continue our consideration of how power shapes gender relationships as we turn to the ways that larger economic and political structures shape speech and possibilities for speech. Gal provides a theoretical overview of language and political economy. Coates reviews the interaction of language, gender and class in quantitative (Labovian) sociolinguistic studies of largely First World countries, while Sherzer develops a typology of the sorts of gender differences one might expect in developed and non-developed societies. Consider the different notions of stratification developed in the anthropological articles (Ochs, Sherzer, Thomas) and in the more sociologically-influenced articles (e.g. Labov), and the influence that has on definitions of gender and how gender affects language use.

Cameron, D. and J. Coates. 1987. "Some Problems in the Sociolinguistic Explanation of Sex Differences" in *Women in their Speech Communities* (London: Longman), pp. 13-26.

Coates, Jennifer. 1986. Chapter 4 "Quantitative Studies" and Chapter 5 "Social Networks" in *Women, Men and Language*.

Eckert, Penelope. 1989. "The Whole Woman: Sex and Gender Differences in Variation" *Language Variation and Change* 1:254-267.

Gal, Susan. 1989. "Language and Political Economy" *Annual Review of Anthropology* 13:345-67.

Ochs, Elinor. 1985. "The Impact of Stratification and Socialization on Men and Women's Speech in Western Samoa" in *Language, Gender and Sex in Comparative Perspective*, pp. 50-71.

Sherzer, Joel. 1987. "A diversity of voices: Men's and Women's Speech in Ethnographic Perspective" in *Language, Gender and Sex in Comparative Perspective*, pp. 95-120.

Stanback, Marsha Houston. 1985. "Language and Black Woman's Place: Evidence from the Black Middle Class" in *For Alma Mater: Theory and Practice in Feminist Scholarship*, pp. 177-193.

Thomas, Beth. 1988. "Differences of Sex and Sects: Linguistic Variation and Social Networks in a Welsh Mining Village" in *Women in their Speech Communities* (London: Longman), pp. 51-60.

WEEK 9: GENDER AND LANGUAGE CHANGE

As socio-political structures change, so often does language. People within a given society can indicate changing orientations towards social structure by the language they choose to use. These changes may be part of their life cycle (so that adolescents and students often rebel against parents and extant political structures) or part of a historical change (as wars, legislative revolutions, changing populations, and changing occupational opportunties give people new ways of thinking about or participating in old political economies). These articles consider how changing gender roles affect, and are affected by, changing language use.

Abu-Lughod, Lila. 1990. "The Romance of Resistance: Tracing Transformations of Power through Bedouin Women" in *Beyond the Second Sex: New Directions in the Anthropology of Gender* (Philadelphia: Univ. of Pennsylvania Press). pp. 311-338.

Coates, Jennifer. 1986. "Ch. 8: The role of sex differences in language change" in *Women, Men and Language* , pp. 135-150.

Eckert, Penelope. 1988. "Adolescent Social Structure and the Spread of Linguistic Change" *Language in Society* 17(2):183-208.

Hall, Kira and Alissa Shethar. 1992. "zu Hause jesprachen, von der Strasse jehabt: Women's Use of Berlinisch in East and West" Paper presented at Annual Meeting of the Linguistic Society of America, Philadelphia, Jan. 9-12, 1992.

Labov, William. 1990. "The Intersection of Sex and Social Class in the Course of Linguistic Change" *Language Variation and Change* 2:205-251.

Nichols, Patricia. 1983. "Linguistic Options and Choices for Black Women in the Rural South" in *Language, Gender and Society* (Rowley, MA: Newbury House), pp. 54-68.

Rothstein, Robert. 1973. "Sex, Gender and the October Revolution" in *Festschrift for Morris Halle*, pp. 460-66.

Exercise 4--Quantitative Analysis of Phonological Variation in English--is due.

WEEK 10: BILINGUALISM: GENDER AS LINGUISTIC BROKER

In multilingual or multidialectal societies, different languages or dialects may be differently accessible to, or have different values for, different members of a society--old/young, men/women, members of different ethnic groups. The articles by Gal, Hill, Medicine and Urciulu consider these complex interactions. Consider the work of Gal and Hill in light of last week's discussion about language change. To what extent do these anthropological studies support or contradict the generalizations made by Labov 1990?

Gal, Susan. 1978. "Peasant Men Can't Get Wives: Language and Sex Roles in a Bilingual Community" *Language in Society* 7(1):1-17.

Hill, Jane. 1987. "Women's Speech in Modern Mexicano" in *Language, Gender and Sex in Comparative Perspective* (Cambridge: Cambridge University Press), pp. 50-70.

Medicine, Bea. 1987. "The Role of American Indian Women in Cultural Continuity and Transition" in J. Penfield (ed.), *Women and Language in*

Transition (Albany: SUNY Press), pp 159-166.

Urciuli, Bonnie. 1991. "The Political Topography of English: The View from a New York Puerto Rican Neighborhood" *American Ethnologist* 18(2):295-310.

Velasquez, Maria Dolores Gonzales and D. Letticia Galindo. 1993. "A Sociolinguistic Description of Linguistic Self-Expression, Innovativeness, and Power among Chicanas in Texas and New Mexico" *Locating Power: Proceedings of the 1992 Berkeley Conference on Language and Gender*.

WEEK 11: SEMANTICS AND PRAGMATICS

In the past weeks we've considered differences in the ways men and women talk. This week and next week we consider differences in the ways that men and women are talked about, differences in the ways they may interpret language, and the ways that sexist language arises.

Cameron, Deborah. 1985. "Ch. 4. False Dichotomies: Grammar and Sexual Polarity" in *Feminism and Linguistic Theory*, pp. 57-71.

Martin, Emily. 1987. "Medical Metaphors of Women's Bodies: Menstruation and Menopause" in *The Woman in the Body: A Cultural Analysis of Reproduction* (Boston: Beacon Press), pp. 27-53.

McConnell-Ginet, Sally. 1989. "The Sexual (Re)Production of Meaning: A Discourse-Based Theory" in *Language, Gender and Professional Writing: Theoretical Approaches and Guidelines for NonSexist Usage*, (NY: MLA), pp. 35-50.

Michell, G. 1990. "Women and Lying: A Pragmatic and Semantic Analysis of 'Telling it Slant'" in *Hypatia Reborn: Essays in Feminist Philosophy* (Bloomington IN: Indiana University Press), pp. 175-191.

Morgan, Marcyliena. 1992. "Indirectness and Interpretation in African-American Women's Discourse" *Pragmatics*.

Exercise 5--Sexism in Language--is due.

WEEK 12: SEXISM IN LANGUAGE

One ongoing debate in sociolinguistics is between people who say that language is sexist, and others who say that language is not sexist, but its users are. As you read the articles below, try to decide which claim is most convincing to you, and why.

Cameron, Deborah. 1990. "Making Changes: Can We Decontaminate Sexist Language?" in *Feminism and Linguistic Theory*, pp. 72-90.

Ehrlich, Susan and Ruth King. 1993. "Feminist Meanings and Sexist Speech Communities" in *Locating Power: Proceedings of the 1992 Berkeley Conference on Women and Language*.

Graddol, David and Joan Swann. 1989. "Is Language Sexist?" in *Gender Voices* (Cambridge: Basil Blackwell), pp. 95-135. (See especially "Sexism in Europe" pp. 119-123).

Linguistic Society of America Guidelines for Nonsexist Usage.

Martyna, Wendy. 1983. "Beyond the He/Man Approach: The Case for Non-Sexist Language" in *Language Gender and Society* (Cambridge: Newbury House), pp. 25-37.

WEEK 12: CLASS CONFERENCE/SUMMING UP

We'll use this week for the presentation of work done by students this semester. Instead of meeting in our regularly scheduled slot, we'll hold a one-day mini-conference for the presentation of student research. Dozens of questions remain unresearched in language and gender--it's quite likely that the research you're doing for this class is original and innovative! Each student will have 20 minutes to give a research presentation based on research done for the final paper, followed by 10 minutes for questions from other students in the class. Your final paper will be due ONE WEEK after the date of the conference. If you're interested, we may try to publish the papers (in course- reader format) as a conference proceedings.

SEMINAR IN LANGUAGE AND BEHAVIOR: LANGUAGE AND GENDER

Rae Moses　Spring Quarter 1991-92
Linguistics C30, Section 20
Time: MW 1:00-2:00
Office address: 2016 Sheridan Road
Phone: 491-8053

COURSE DESCRIPTION: The language we use to talk about men and women is often different. Men and women also use language differently. This course examines these differences and how society evaluates them, attempts to regulate them and how these differences have changed over time reflecting out changing society. We will explore the use of gender specific language, e.g., *him/her*, *waitress*, *postman*, *the best man for the job*, and language attitudes about these expressions. We will also examine the language used by men and women in special contexts, how gender differences are learned and what these differences seem to mean in our society.

PREREQUISITES: None. P/N registration is permitted.

TEACHING METHOD: Two lectures per week and one discussion section.

EVALUATION: Weekly reaction papers or exercises, a mid-term quiz, and a take-home final.

TEXTS: Language Gender and Society. Barrie Thorne, Cheris Kramarae and Nancy Henley, eds. 1983. and packet of readings.
Rae A. Moses

TEXTS:

1. They Used to Call Me Snow White.... but I Drifted. Regina Barreca, Penguin, 1990.
2. Women, Men and Language, Jennifer Coates, Longmans, 1986.
3. The Handbook of Nonsexist Writing, Casey Miller and Kate Swift, Barnes & Noble, 1981.
4. Language, Gender, and Society, Thorne, Kramarae, Henley, Newbury, 1983.
5. Xeroxed Reading

EVALUATION: Three of the weekly projects (A-I) must be turned in. Late mid-term. A project or research paper (8-10 pages).

10% Article report & class participation
30% Projects to be written up
30% Midterm
30% Project

DATE: TOPICS and READINGS:

9/21 Introduction to the scope of the field. An overview of language differences of women and men and how language refers to them.

9/23 What is gender and how are the differences learned?
How does the language we speak reflect gender differences?

2. Part One

A. Reflect on your own youth. Are there ways that you were socialized to speak a male or female code? What models of communication were present? How does your early experience affect the way you use language today? Relate to readings and lecture.

9/28 A history of the literature on gender differences in language and how to find our way through the bibliographies.

4. Thorne/Karamarae Henley

9/30 How does language refer to gender? Theories about the effect of speaking differently and of language structure differences. How does language shape thinking?

5. Sampson,"The Sapir-Whorf Hypothesis"

B. Poll 8 family or friends. How do they believe men's and women's language are different? Evaluate their responses in terms of the readings.

10/5 The historical roots of belief about language. The history of words.

4. Martyna

10/7 Grammar and Gender and the making of masculine and feminine.

4. Mackay
5. Dennis Baron, "Etymologizing Man and Woman", "Grammar and Gender" (Ch. 9)

C. Find a text that uses sexist language and comment on the nature of the usage. Relate to readings.

10/12 Making changes and finding new ways of expressing ourselves.

3. Ch. 4,5,6

10/14 Women's ways with words, some evidence.

2. Part Two Ch. 4,5

D. Find or compose a text that is radical (uses she generically, varies pronouns, uses funny words). Present it to 3 or 4 people and get their reaction.

10/19 The sociolinguistic status of men's and women's speech. How are the differences regarded?

2. Part Two, Ch. 6

4. Nichols

10/21 The differences in how we talk: conversation interruption, topic control and silence.

4. West

E. Eavesdrop on a mixed sex dyad or record one of your own conversations; note the characteristics in terms of our readings.

10/26 The differences in sound systems, word choice and syntax.

4. McConnell-Ginet

10/28 They ways we learn sex differences and children's language.

2. Ch. 7

F. Find a child in the park or supermarket (or perhaps one you know). Note the ways you can tell the gender of the child (clothes, activities, language).

11/2 Gossip, Joking and Naming ourselves: some special functions of language.

1.All
5. Moses, "Naming Ourselves"

11/4 Language in Families How do we talk to each other?

4. Fishman Sattel

G. Interview four males and four females about their desires regarding name change at marriage. Describe any you find.

or

Observe joking behavior between you and friends of the opposite sex and same sex. Comment.

11/9 "Hate speech" and "Politically Correct"

5. Ruth Perry, A short history of the term "Politically Correct"

11/11 Essay -- Mid-term (30%)

11/17 Talking about medical matters.

5. Emily Martin,"Medical Metaphors of Women's Bodies: Menstruation and Menopause West, Metaphors of gender.

11/18 The role of sex differences in language history and some conclusions.

2.8, 9

11/23 I. Are there issues you find easier to talk about with same sex and opposite sex friends?

or

Write a discussion question that is appropriate for this class and then answer it.

PROJECTS ARE DUE WEDNESDAY, December 7, 1992 by 3:00pm

SOME NOTES ON PROJECTS

The projects for this class are intended to give you an opportunity to work with issues of language and gender in a first-hand manner. You shoud find some question or issue for which you can collect some language data or can observe and note some feature of language. The feature of language which you select might be a matter of sexism in language or a way of avoiding it; it might be a way in which males and/or females talk; or you could examine some aspect of language use like topic choice or interruption patterns; it could be a feature of a written text or language as it is used orally (e.g. television broadcasters or university professors.) You might also take up a practise such as forms of address (Mr. vs. Miss, Mrs., Ms.). Your project could also take up an attitude about language and involve a questionnaire and/or interview. It is very important that the project have some connection to the topics found on the syllabus and in the readings. The bibliography at the end of Thorne, Henley and Kramarae provides a catalogue of references. You might think about replicating or altering one of these studies.

I expect your project to be 8-12 pages, but quality is not to be confused with length. You should describe the question you are investigating and how you intend to investigate it (methodology). You should then explain what has been done on the topic by others or what others have said about it and explain why the question or topic is important. Then you should present your results. You may want to comment on the results, but it is not important that you say somethng new or prove something. Many of the projects will only provide new questions. What I'm really interested in is that you have played with some language and tried to reason about it.

As I have said, I am happy to have you collaborate in groups of two or three. I will, of course, expect collaborators to show more work than solo projects. All members of collaborations will get the same number of points for their projects.

A Selected Bibliography on Langage and the Sexes

Prof. Rae A. Moses

Aufderheide, Patricia (ed.) Beyond P.C. (Graywolf Press, St. Paul, 1992). Collection on the P.C./Free Speech controversy.

Bernard, Jessie. The Sex Game (First published 1968) (Antheneum, NY, 1972). A study of the communication between the sexes.

*Baron, Dennis. Grammar and Gender (Yale University Press, 1986). A comprehensive history of gender in language, especially grammatical gender, but also lexical reference.

*Cameron, Deborah. Feminism and Linguistics Theory (St. Martin's Press, NY 1985). Examines the place of language in feminist theory.

Coates, Jennifer and Deborah Cameron. Women in Their Speech Communities (Longmans, 1988). Readings especially cross-cultural.

Eakins, B.W. and C. Eakins. Sex Differences in Human Communication (Boston ,1978). A particularly good introduction to sex differences, especially non-verbal.

Kramarae, Cheris. Women and Men Speaking (Newbury, Rowley, MA, 1981). Feminist theorist uses a model of 'dominant' vs. 'muted' language.

Lakoff, Robin. Language and Woman's Place (Harper and Row, NY, 1975). A slim volume that summarizes both women's language (especially politeness) and the sexism of our language.

*Maring, Emily. The Woman in the Body (Beacon Press, Boston, 1987). Women's bodies as metaphor.

Mead, Margaret. Male & Female (Apollo Press, 1949). Classic on development of gender and gender in U.S.

Miller, Casey and Kate Swift. Words and Women (Anchor Press, Doubleday, Garden City, 1976). Sexism and language of the sexes -- a general introduction.

*______________________. The Handbook of Non-Sexist Writing (Women's Press, 1980). Thoughtful writer's guide.

Nilsen, Alleen Pace, Haig Bosmajian, H. Lee Gershuny and Julia Stanley. Sexism and Language (NCTE, Urbana, 1977). A collection of articles about sexism in language, especially textbooks.

*Penfield, Joyce (ed.) Women & Language in Transition (SUNY Press, 1987). Reader good on sexism and diversity.

Phillips, Susan, Susan Steele and Christine Tanz. Language, Gender & Sex in Comparative Perspective (Cambridge, NY, 1987).

Silberstein, Sandra. Bibliography: Women and Language (Michigan Occasioal Paper No. XII, Winter, 1980). An updated bibliography which is a good source for unpublished manuscripts.

Smith, Philip M. "Sex Markers in Speech", Social Markers in Speech (Cambridge University Press, Cambridge, 1979). Nice literature review of gender differences.

Spender, Dale. Man Made Language (Routledge and Kegan Paul, London, 1980). One of the most recent overviews of sexist language and women's language use.

*Tannen, Deborah. You Just Don't Understand (Wm. Morrow & Co., NY, 1990). Best seller that argues that men use language to establish place in social hierarchy but women use it as social glue that establishes intimacy, leading to male-female communication problems.

*Thorne, Barrie and Nancy Henley. Language and Sex, Difference and Dominance (Newbury, Rowley, MA, 1975). Annotated bibliography, bibliographical overview plus many classical articles.

*Thorne, Barrie, Cheris Kramarae and Nancy Henley (eds.) Language, Gender and Society (Newbury, Rowley, MA, 1983). Newer perspective on issues raised in 1975 book with excellent bibliography.

*Todd, Alexandra Dundas. Intimate Adversaries: Cultural Conflict Between Doctors and Women Patients (University of Penn Press, Philadelphia, 1989).

Stewart, Lea, Pamela Cooper and Sheryl Friedley. Communication Between the Sexes. Gorsuch Scarisbrick (Scottsdale, AR, 1986). An excellent text that focuses on sex role stereotypes. Especially good on classroom, media and business communication.

* ON RESERVE

IDS U800.09, Spring 1988
Profs. Mary Parlee and Ana Celia Zentella

Language, Gender, and Social Identity

In this course we will examine the role of language use and other communicative phenomena in the construction and reproduction of the social identities of groups and persons characterized by differences in access to and control over social and cultural resources. Readings will be drawn from empirical and theoretical work in sociolinguistics, psycholinguistics, and interdisciplinary feminist scholarship to provide a basis for the integration of individual consciousness, situated talk, and social structure. Beginning with research on the ways conceptions of gender are inherent in the structure of language, we will examine in detail the creation of social identities through language use, focusing on research on genderlects, power, cross-cultural comparisons, and ethnic identity among U.S. minorities. Sustained consideration will be given to the prevalent methodologies in research on these topics, and future directions for work on language and social identities will be explored.

Depending upon the interests and backgrounds of class members, a fieldwork project on one of the topics covered in the course may be carried out.

The following books are recommended for purchase:

Gumperz, JJ (Ed.), Language and Social Identity. New York: Cambridge University Press, 1982. (LSI)

Lakoff, R. Language and Women's Place. New York: Harper Colophon Books, 1975. (LWP)

Philips, SU, Steele, C, and Tanz, C (Eds.), Language, Gender, and Sex in Comparative Perspective. NewYork: Cambridge University Press, 1987. (LGSCP)

Thorne, B, Kramarae, C, and Henley, NM (Eds.), Language, Gender, and Society. New York: Newbury House Publishers (a division of Harper and Row Publishers), 1983. (LGS)

Additional readings will be drawn from:
Thorne, B and Henley, NM (Eds.), Language and Sex: Difference and Dominance. Rowley, MA: Newbury House Publishers, 1975. (LSDD)

February 3: Introduction to the course

February 10:
I. Sex bias and the structure of language

Lakoff, R. In LWP, pp 19-42.

Thorne, B, Kramerae, C, and Henley, NM. Language, gender, and society: opening a second decade of research. In LGS, pp 7-24.

McConnell-Ginet, S. Feminism in Linguistics. In PA Treichler, C Kramereae, and B Stafford (Eds.), Alma Mater: Theory and Practice in Feminist Scholarship. Urbana: University of Illinois Press, 1985, pp 159-176.

Martyna, W. Beyond the he/man approach: The case for nonsexist language. In LGS, pp 25-38.

MacKay, DG. Prescriptive grammar and the pronoun problem. In LGS, pp 38-53.

February 17:
Schultz, MR. The semantic derogation of woman. In LSDD, pp 64-75.

Graham, A. The making of a nonsexist dictionary. In LSDD, pp 57-63.

Bodine, A. Sex differentiation in language. In LSDD, pp 130-152.

Henley, NM. Sex bias in language: what we don't know. Invited address presented ar the Eastern Psychological Association, New York, April, 1986. (Xerox on reserve).

Recommended:
Cohn, C. Sex and death in the rational world of defense intellectuals. SIGNS: Journal of Women in Culture and Society, 1987, 12(4), pp 687-718.

(In-class project)

II. Language Use, Power, and Social Identity
February 24:
A) Genderlects

Lakoff, R. In LWP, pp 51-64.

McConnell-Ginet, S. Intonation in a man's world. In LGS, pp 69-88.

Swacker, M. The sex of the speaker as a sociolinguistic variable. In LSDD, pp 76-83.

O'Barr, WM and Atkins, BK. "Women's language" or "powerless language?" In S McConnell-Ginet, R Borker, and N Furman (Eds.), Women and language in literature and society. New York: Praeger, 1980, pp 93-110.

March 2, 9, 16:
B) Power
Lakoff, R. In LWP, pp 64-83.

Brown, P. How and why are women polite: Some evidence from a Mayan community. In S McConnell-Ginet, R Borker, and N Furman (Eds.), op cit pp 111-136.

Henley, NM. Power, sex, and nonverbal communication. In LSDD, pp 184-202.

Goffman, E. Gender Advertisements. Cambridge, MA: Harvard University Press, 1979, pp 10-27.

Elshtain, JB. Femininst discourse and its discontents: language, power, and meaning. SIGNS: Journal of Women in Culture and Society, 1982, 7(3) Spring, pp 603-621.

C) Male-Female Interactions
West, C and Zimmerman, DH. Small insults: A study of interruptions in cross-sex conversations between unacquainted persons. In LGS, pp 103-118.

Fishman, PM. Interaciton: The work women do. In LGS, pp 89-102.

Bennett, A. Strategies and counterstrategies in the use of yes-no questions in discourse. In LSI, pp 95-107.

Sattel, JW. Men, inexpressiveness, and power. In LGS, pp 119-124.

Brooks Gardener, C. Passing by: Street remarks, address rights and the urban female. In J Baugh and J Sherzer (Eds.), Language in use. Austin: University of Texas Press, 1983, pp 148-165.

Wolfson, N and Manes, J. "Don't 'dear' me!". In S McConnell-Ginet, R Borker, and N Furman (Eds.) , op cit pp 79-92.

March 23:

D) Cross-Cultural Research

Philips, S. Introductions to Part I. In LGSCP, pp 15-26.

Maltz, DN. and Borker, RA. A cultural approach to male-female miscommunication. In LSI, pp 195, 216.

Tannen, D. Ethnic style in male-female conversation. In LSI, pp 217-231.

Young, LWL. Instcrutability revisited. In LSI, pp 72-81.

March 30:

E) Language and Ethnic Identity among US Minorities

Stanback, MH. Language and Black woman's place" Evidence from the Black middle class. In PA Treichler, C Kramerae, and B Stafford (Eds.), op cit, pp 177-196.

Zentella, AC. Language and female identity in the Puerto Rican Community. In J. Penfield (Ed.), Women and Language in Transition. Albany: SUNY Press, 1987, pp 167-180.

Nichols, PC. Linguistic options and choices for Black women in the rural South. In LGS, pp 54-68.

Klee, CA. Differential language usage patterns by males and females in a rural community in the Rio Grande Valley. In T Morgan, B Van Patten, and J Lee (Eds.). Language and Language Use: Studies in Spanish. Washington DC: University Press of America, forthcoming, pp 125-145. (Xerox on reserve).

Patella, V and Kuvlesky, WP. Situational variation in language pattrens of Mexican American boys and girls. Social Science Quarterly, 1973,.Vol. 53, March, 855-864.

III. Methodological Approaches to the Study of Language and Social Identity

April 13:

A) Quantitative Research

Trudgill, P. Sex, covert prestige, and linguistic change in the urban British of Norwich. In LSDD, pp 88-104.

Milroy. Social context of speech events. pp 71-84, 107-137.

(Collect data for in-class analysis)

IJSL 17. American Minority Women in Sociolinguistic Perspective. Betty Lou DuBois and Isabel Crouch (Eds.) Mouton, 1978.

April 20 and 27:

B) Qualitative Research

Gumperz, JJ and Cook-Gumperz, J. Introduction: language and the communication of social identity. In LSI, pp 1-21.

Jupp, TC, Rogerts, C and Cook-Gumperz, J. Language and disadvantage: the hidden processes. In LSI, pp 232-256.

Akinnaso, FN and Ajirotutu, CS. Performance and ethnic style in job interviews. In LSI, pp 119-144.

Hansell, M and Ajirotutu, CS. Negotiating interpretations in interethnic settings. In LSI, pp 119-144.

(In-class project)

May 4:

IV. New Directions

Shapiro, F. Historical notes on the vocabulary of the women's movement. American Speech, Spring, 1985.

Daly, M. Wickedary. Boston: Beacon Press, 1987.

Penfield, J. (Ed.), Women and Language in Transition. Albany: SUNY Press, 1987 (selections to be assigned).

Miller, C. and Swift, K. Words and Women: New Language in New Times. Garden City, NY: Doubleday, 1976. (selections to be assigned).

American Psychological Association, Publication Manual, Guidelines for nonsexist language use.

May 11:

V. Toward an Integration

Discussion of individual projects/papers.

Additional Bibliography:

Cameron, Deborah. Feminism and Linguistic Theory. New York: St. Martin's Press. 1985.

Coates, Jennifer. Women, Men and Language: A Sociolinguistic account of sex differences in language. New York: Longman. 1986.

Hill, Alette Olin. Mother Tongue, Father Time: A decade of linguistic revolt. Bloomington: Indiana University Press. 1986.

Frank, Francine and Frank Anshen. Albany: SUNY 1983.

Holmes, J. "Functions of 'you know' in women's and men's speech." Language in Society 15(1), March 1986.

Kipers, PS, "Gender and Topic." Language in Society. 16(4), Dec. 1987.

Penfield, Joyce (Ed.) Women and Language in Transition. Albany: SUNY Press, 1987.

Smith, Philip. Language, the Sexes and Society. Oxford: Basil Blackwell. 1985.

Craige Roberts, 3/16/89 Linguistics course description

Language and Gender L230

This course is intended to stimulate awareness of how culturally enshrined ideas about gender affect language and the use of language, and, in turn, how linguistic conventions for the expression of gender differences tend to reinforce these ideas. The concept of gender involves not only individual characteristics (e.g. sex), but also a web of associated social relations and stereotypes, culturally defined norms, ideology and politics. Language use connects the individual (her linguistic competence and what she intends to communicate) to the social (since without historically transmitted conventions and community usage patterns, language has no meaning). It is in the dynamic between individual intention and social convention that the possibility for social change arises. By carefully considering the nature of this dynamic in language use, we can raise our awareness of how abstract notions such as "sexism" are embodied in our daily lives, and make more informed decisions about how to foster gender equality.

The entire course will focus on the ways in which gender is reflected in contemporary American linguistic usage, and is intended to meet the **"Social Diversity in the United States" requirement of the General Education Curriculum (GEC)**. In order to bring our own situation into perspective, we will compare the relationship between language and gender in various ethnic groups and classes within this country, and also in other cultures and eras, considering which, if any, characteristics of our own language use are universal reflections of gender differences, and which are tied up with the particular gender ideology of the contemporary United States.

Course requirements will include reading a number of papers, writing a mid-term and a final exam, and carrying out research on the reflexes of gender in actual language usage. **Grades** will be based on exams (50%), class participation (20%), and the report on research (30%).

The **required text** for the course will be *Women, Men and Language* by Jennifer Coates (Longman Studies in Language and Linguistics, New York, 1986). In addition, students will be required to purchase a reader including a number of papers. In the following preliminary syllabus, relevant references are listed for each section of the course; readings would include some selection from these references, averaging two papers per week.

Preliminary Syllabus:

Section 1. Introduction. [two weeks]

Scope and purpose of course. Introduction of the concept of gender. Linguistic and sociolinguistic foundations for the study of gender-related elements in language use. Preliminary discussion of the relationship of language to culture and thought.

References:

Language Files, The Ohio State University Department of Linguistics, introductory Files on the nature of linguistics, and on phonetics and phonology.

Coates, Chapter 1, Language and Sex; Chapter 2, The Historical background -- Folklinguistics and the early grammarians

McConnell-Ginet, Sally (1980) Linguistics and the feminist challenge. In McConnell-Ginet, Sally, Ruth A. Borker and Nelly Furman (eds.) *Women & Language in Literature and Society.* Praeger and Greenwood, New York, 3-25.

Callaghan, Cathy (1979) The wanderings of the goddess: Language and myth in western culture. *New Directions in the Study of Man* 3.2:25-37.

Section 2. How does gender affect the way women speak? [three weeks]

Consideration of characteristics pointed out by earlier writers (e.g. Jespersen, Lakoff) on "women's language", mostly with reference to the English of white middle class American women: e.g., politeness; trepidation and timidity (questions vs. assertions, tag questions); "proper" grammar vs. slang. Comparison with recent sociolinguistic studies of women's speech.

Consideration of literature on gender and language in other cultures (e.g., Mayan, African-American women) in order to address the question of which (if any) characteristics of "women's language" in our culture are universal.

References:

Jespersen, Otto (1922) Chapter 13, The woman. In *Language: Its Nature, Development, and Origin*, Allen and Unwin, London, 237-55.

Lakoff, Robin (1973) Language and woman's place. *Language in Society* 2:45-79.

Coates, Chapter 3, The historical background (II), Anthropologists and dialectologists; Chapter 4, Quantitative studies

Valian, Virginia (1977) Linguistics and feminism. In Vetterling-Braggin, Mary, Frederick Elliston, and Jane English (eds.) *Feminism and Philosophy*. Littlefield, Adams, Totowa, NJ, 154-66. Reprinted in Vetterling-Braggin, Mary (ed.), *Sexist Language: A Modern Philosophical Analysis*. Littlefield, Adams, Totowa, NJ.

Stanback, Marsha (1985) Language and black woman's place: Evidence from the black middle class. In Treichler, Paula A., Cheris Kramarae, and Beth Stafford (eds.) *For Alma Mater: Theory and Practice in Feminist Scholarship*. University of Illinois Press, Urbana and Chicago.

Brown, Penelope (1980) How and why are women more polite: Some evidence from a Mayan community. In McConnell-Ginet, et al., op. cit., 111-136.

Shibamoto, Janet (1983) The womanly woman: Manipulation of stereotypical and non-stereotypical features of Japanese female speech. In Philips, S., Steele, S., and Tanz, C. (eds.) *Language, Sex and Gender in Comparative Perspective*. Cambridge University Press.

Section 3. How do men and women interact linguistically, and what are the social roots of this type of interaction? [two weeks]

The power of lexical meaning and language usage patterns to maintain and enforce social relations. Literal content vs. meta-messages about speaker's attitude: illocutionary force, register, and conversational implicatures. The power of presuppositions in conveying intended meaning: e.g., *he* as gender-neutral and the idea of norm. Conversational analysis and turn-taking: the difference between women's work and men's work in discourse.

References:

Coates. Chapter 5, Social networks; Chapter 6, Sex differences in communicative competence; Chapter 7, The acquisition of sex differentiated language; Chapter 8, The role of sex differences in linguistic change.; Chapter 9, The social consequences of linguistic sex differences.

Henley, Nancy M. (in press) Molehill or Mountain? What we know and don't know about sex bias in language. In M. Crawford and M. Gentry (eds.), *Gender and Thought*. Springer-Verlag, New York, 59-78.

Fishman, Pamela (1983) Interaction: The work women do. In Thorne, Barrie, Cheris Kramarae, and Nancy Henley (eds.) *Language, Gender, and Society*. Newbury House, Rowley, MA, 89-102.

Nichols, Patricia C. (1983) Linguistic options and choices for black women in the rural south. In Thorne, et al., op. cit., 54-68.

Grief, Esther Blank (1980) Sex differences in parent-child conversations. In Cheris Kramarae (ed.) *The Voices and Words of Women and Men*, 253-258.

Section 4. What can be done about sexism in language use? [three weeks]

The possiblity of ideologically motivated change in meaning, in its various aspects: word meaning, connotation, and utterance meaning. Comparison of historical sources of words and expressions and their contemporary meanings; e.g. *woman, hussy* . Rewriting history: *women* vs.*wymym*; *history* vs. *herstory* . Forms of address: *Miss, Mrs., Ms* . Grammatical gender in pronouns: *her, him, him or her*, and *them* . Alternatives to discourse as competition. Consideration of guides to writing in a non-sexist manner.

References:

McConnell-Ginet, Sally (in press) The sexual (re)production of meaning: A discourse-based theory. In Francine Frank and Paula A. Treichler (eds.), *Language, Gender, and Professional Writing: Theoretical Approaches and Guidelines for Nonsexist Usage*. Commission on the Status of Women in the Profession, The Modern Language Association of America, New York.

Ross, Stephanie (1980) How words hurt: Attitude, metaphor, and oppression. In Vetterling-Braggin, op. cit., 194-213.

Baker, Robert (1977) "Pricks" and "chicks": A plea for "persons". In Vetterling-Braggin, op. cit., 161-182.

Martyna, Wendy (1983) Beyond the he/man approach: the case for nonsexist language. In Thorne, et al., op. cit., 25-37.

Rich, Adrienne (1971) Power and danger: Works of a common woman. In Rich, *On Lies, Secrets, and Silence*, 247-258.

Maltz, Daniel N., and Ruth A. Borker (1982) A cultural approach to male/female miscommunication. In John J. Gumperz (ed.) *Language and Social Identity*. Cambridge University Press, Studies in Interactional Sociolinguistics 20, 196-216.

Treichler, Paula A., and Cheris Kramarae (1983) Women's talk in the ivory tower. *Communication Quarterly* 31:118-132.

Penelope (Stanley), Julia, and Susan J. Wolfe (1983) Consciousness as style: Style as aesthetic. In Thorne, et al., op. cit., 125-139.

Henley, Nancy M. (1987) This new species that seeks a new language: On sexism in language and language change. In Joyce Penfield (ed.), *Women and Language in Transition*. SUNY Press, Albany, NY, 3-27.

Also the following guides to usage:

Miller, Casey, and Kate Swift (1980) *The Handbook of Nonsexist Writing: For Writers, Editors and Speakers*. Lippincott and Crowell, New York.

Kramarae, Cheris, and Paula A. Treichler, with assistance from Ann Russo (eds.) (1988) *A Feminist Dictionary*. Pandora Press, Boston, London, and Henley, 1-22.

BAMBI B. SCHIEFFELIN, New York University

Language in Everyday Life

Spring 1993 Tues. 6:10-7:50 Liberal Studies

Bambi B. Schieffelin
509 Rufus Smith Hall

Articles* available for purchase at NYU Bookstore. Books available for purchase at NYU Bookstore:

Gumperz, J.J. 1982. Discourse strategies. NY: CUP.

Gumperz, J.J. (ed.) 1982. Language and social identity. NY: CUP.

Coupland, N., H. Giles & J. M. Wiemann. 1991. "Miscommunication" and problematic talk.

Tannen, D. 1990. You just don't understand. NY: Morrow.

Hewitt, R. 1986. White talk black talk: Inter-racial friendship and communication amongst adolescents. NY: CUP.

Philips, S. 1993. The invisible culture: Communication in the classroom and community on the Warm Springs Indian Reservation. Waveland.

Requirements: Please do all of the readings in the order listed below.

Four short critical writing assignments will be due during the semester which will help sharpen your analytic skills and make class discussion more engaging. All are 5 pages typed double-spaced and handed in at the end of class for a grade. There are 2 Book Reviews - Philips due week 2; Hewitt due week 9; and 2 essays - one on the concept of Cross Talk due week 8, and one on Language and Gender due week 14. Each will count for 20% of the final grade. Focus questions will be handed out a week before the assignment is due.

In order to provide a reality check and give you some familiarity with conversational data, there is also a Transcription/Conversation Analysis Project. This will involve taperecording and transcribing 15 minutes of conversation, and analysing it according to procedures from conversation analysis. Details will follow. This project is due on week 6 and consists of the transcript and a report of findings (19 pages max). This project counts for 20% of the grade.

I. LANGUAGE AND SOCIAL LIFE

1. The nature of language in social life 1/26

*Sapir, E. 1929. The unconscious patterning of language. In D. Mandelbaum (ed.), Selected writings of Edward Sapir. Berkely: UC California. pp. 544-559.

* Ochs, E. & Schieffelin, B.B. 1984. Language acquisition and socialization: Three developmental stories and their implications. In R. Schweder & R. Levine (eds), Culture Theory. NY: CUP.

* Jackson, J. 1974. Language identity in the Colombia Vaupes Indians. In R. Bauman & J. Sherzer (eds.), Explorations in the ethnography of speaking. NY: CUP pp. 50-64.

* Cohn, C. 1984. Sex and death in the rational world of defense intellectuals. Signs 12, 4: 687-718.

2. Variation in language use across social groups 2/2

* Basso, K. 1970. to give up on words: Silence in Western Apache culture. In P. Giglioli (ed.), Language and social context. Penguin. 67-86.

Philips, S. 1993. The invisible culture. Waveland Press.

3. Speech stereotyping 2/9 American Tongues (video)

* Haarman, H. 1984. The role of ethnocultural stereotypes and foreign languages in Japanese commercials. Intl. J. Soc. Lang. 50: 101-21.

II. THE ORGANIZATION OF TALK

4. Taking turns 2/16

* Edelsky, C. 1981. Who's got the floor? Language in Society 10, 3.

* Zimmerman, D. & West, C. 1975. Sex roles, interruptions and silences in conversation. In B. Thorne & N. Henley eds., Language and sex: difference and dominance. Rowley, Mass.: Newbury House.

5. Sequencing in conversation 2/23

* Merritt, M. 1980. The use of OK in service encounters. In R. Shuy & A. Shunkal (eds.), Language use and the uses of language. Washington, DC: Georgetown University Press.

* West, C. 1983. Ask me no questions...An analysis of queries and replies in physician-patient dialogues. In S. Fisher & A. Todd (eds.), Social organization of doctor patient communication. Washington, DC: CAL.

* Cicourel, A. 1981. Language and medicine. In C. Ferguson & S. Heath (eds.), Language in the USA. Cambridge: CUP. pp. 407-429.

West, C. & Frankel, R. 1991. Miscommunication in medicine. Chap. 9 in Coupland et al.

6. Misunderstandings - Pre's and Repairs 3/2

Ochs, E. 1991. Misunderstanding children. In Coupland et al.

* West, C. 1984. Medical misfires: Mishearings, misgivings and misunderstandings in physician patient dialogues. Discourse Processes 7, 107-134.

Varonic, E. & S. Gass. 1991. Miscommunication in nonnative speaker discourse. In Coupland et al.

Drummond, K. & R. Hopper 1991. Misunderstanding and its remedies. In Coupland et al.

III. CROSS-TALK: SPEAKING THE "SAME" LANGUAGE

7. Crosstalk 1 3/9 Crosstalk video tape.

Gumperz, J.J. 1982. Discourse strategies.
Chapter 6 Contextualization conventions
Chapter 7 Socio-cultural knowledge in conversational interference
Chapter 8 Interethnic communication
Chapter 9 Ethnic style in political rhetoric

8. Crosstalk 2 3/23

In Gumperz, J.J. (ed) 1982. Language and social identity.
Chapter 4 Young, L. Inscrutability revisited.
Chapter 8 Akinnaso, N. & Ajiotutu, C. Performance and ethnic style.
Chapter 13 Jupp, T. C. et al. Language and disadvantage.

*Chick, K. 1985. Interactional accomplishment of discrimination. Language in Society 14, 299-326.

9. Interracial communication 3/30

Hewitt, R. 1986 White talk black talk: Inter-racial friendship and communication amongst adolescents. NY: CUP

*Kochman, T. 1986. Stategic ambiguity in Black speech genres. Text 6, 2: 153-70.

IV. LANGUAGE SOCIALIZATION

10. Educational consequences 4/6

*Byers, P. & H. Byers 1972. Nonverbal communication and the education of children. In Functions of language in the classroom. C. Cazden, V. John & D. Hymes (eds.), NY: TC Press.

*Heath, S. 1984. What no bedtime story means. In Language socialization across cultures. B.B. Schieffelin & E. Ochs (eds.), NY: CUP.

*Michaels, S. & C.Cazden 1986. Sharing time. In The Acquisition of literacy: Ethnographic perspectives. B.B.Schieffelin & P. Gilmore (eds.), Norwood, N.J.: Ablex.

V. LANGUAGE AND GENDER

11. Language and Gender 1 "politeness" 4/13

*Goffman, E. 1967. On face-work. In Interaction ritual: Essays on face to face behavior. NY: Pantheon. (orig. 1955 Psychiatry 18:213-31)

*Brown, R. & A. Gilman 1960. The pronouns of power and solidarity. In T.A. Sebeok (ed.), Style in language. MIT, 253-76.

*Lakoff, R. 1973. Language and women's place. Language in Society 2, 45-80.

*Brown, P. How and why are women more polite: some evidence from a Mayan community. In Women and language in literature and society. S. McConnell-Ginet, R. Borker, & N. Furman (eds.). NY: Praeger.

12. Language and Gender 2 "two cultures" 4/20

Maltz, D. & R. Borker. 1982. A cultural approach to male-female miscommunication. In Gumperz (ed.), Language and social identity. Chapter 11.

Tannen, D. 1990. You just don't understand. NY: Morrow.

13. Language and Gender 3 "power/prestige" 4/27

*O'Barr, W. & B. Atkins. 1980. "Women's language" or "powerless language" In Women and language in literature and society. S. McConnell-Ginet et al.

*Trudgill, P. 1983. Sex and covert prestige. In On dialect. NYU Press. pp. 169-185.

*Sattel, H. 1983. Men, inexpressiveness and power. In Language, gender and society. B. Thorne, C. Kramarae and N. Henley (eds.).

*Gal. S. 1991. Between speech and silence. In M. di Leonardo (ed.), Gender at the crossroads of knowledge. Univ Cal Press.

14. Language and Gender 4 4/4

Henley, N. & C. Kramarae. 1991. Gender, power and miscommunication. In Coupland.

*Goodwin, M. 1980. Directive-response speech sequences in girls' and boys' task activities. In Women and language in literature and society.

*West, C. 1990. Not just 'doctors' orders: directive-response sequences in patients' visits to women and men physicians. Discourse & Society 1, 1: 85-112.

*Ochs, E. & C. Taylor 1992 Family narrative as political activity. Discourse & Society 3, 3: 301-340.

RON SOUTHERLAND
southerl@acs.ucalgary.ca
The University of Calgary
Fall Session 1992
Department of Linguistics
Linguistics 309 (01)

Language and Power

Instructor: R. H. Southerland. Office: SS846. Hours: T 1330-1600, or by appointment. Department of Linguistics General Office (SS820) telephone 220-5469.

Required texts:
(1) Lakoff, Robin. 1992. Talking Power. Harper/Collins. (Available in the University Bookstore)

(2) Sources and Selected Readings in Language and Power. (Available at cost from the Department of Linguistics during the first week of classes. Students who purchase the reader and drop this course by the last date for changing registration in Fall Session half courses (17 September) may receive a refund of the purchase price if there is no writing at all in the reader. Refunds are not available after 17
September.) [Reader]

Reserved items:
The following books have been placed on reserve in the Reserve Reading Room in the University Library. Assigned portions of them are required reading. A few articles (not listed in this outline) will be placed on reserve in the University Library from time to time.

(1) Fairclough, Norman. 1989. Language and Power. Longman.

(2) Ricks, Christopher, and Leonard Michaels. (Eds.). 1990. The State of the Language. California.

(3) Wilson, John. 1990. Politically Speaking: The Pragmatic Analysis of Political Language. Blackwell.

Evaluation of Student Performance:
(1) Midterm test, Friday, 23 October 1992, 30% of course grade

(2) Team project: Groups of three-to-five students will combine their efforts to produce a presentation to the class on a topic of relevance to the course. This topic must be approved by the instructor in advance. The presentations will be 15-20 minutes in length and will be scheduled at various times throughout the course. [Volunteers are solicited earlier rather than later in the course. A schedule will be made available as soon as possible.] Subject matter of the project may be drawn from the sources in the course bibliography (in the Reader) or the reserved items. The grade on the presentation will be based on content, level of interest stimulated in the rest of the class and degree of participation by all members of the team. Students are encouraged to combine secondary sources with current happenings (political, gender or ethnic relations and the like). 10% of course grade.

(3) Term paper: Paper proposal and sample bibliography must be submitted to the instructor in writing no later than Wednesday, 14 October 1992. Students will not

proceed with their term papers until their proposals and bibliographies have received written approval from the instructor. Any subsequent changes in paper topic must be approved in writing by the instructor as well. Students are strongly urged to begin considering term paper topics early in the course. An examination of all texts and the course bibliography will give an idea of the range of suitable topics. Papers may be based primarily on secondary sources or may involve observation/analysis of language in social context; in the latter case, work with human subjects will be involved. In either case original thought and critical analysis together with a clear and succinct writing style are highly valued. All materials taken or adapted from other sources must be appropriately acknowledged in the paper. Students should be aware that plagiarism (whether through conscious intent or carelessness) is a serious matter which can have grave academic consequences.

Term papers may be presented orally in class in the form of a five-to-ten-minute pr cis during the last week or so of term. The instructor will ask for volunteers for the oral presentation in late November. Final versions must be turned in at the last class meeting (9 December 1992). Papers will not be accepted late for other than medical or similar reasons. Any such reasons must be supported by a written excuse from a qualified professional. 30% of course grade.

(4) Final examination to be scheduled by the Registrar's Office during the Examinations Period (14-23 December 1992) 30% of course grade.

Note: The Midterm and Final will consist mainly of essay questions with a small number of questions on terminology (e.g., definitions, comparisons and the like). Students who miss the Midterm and present what the instructor regards as a valid excuse for so doing will have the weighting normally assigned that test transferred to the Final. Students who miss the Midterm and do not present an acceptable excuse will receive a grade of 0 for that test. There are no make-ups in this course. Regulations regarding deferred Final Examinations are on page 68 of the 1992-93 Calendar.

Course content:
The topics covered in a course of this nature are all interrelated and are all linked to the notion of power. No particular structure or sequence of topics necessarily imposes itself on the subject matter. One could start with any of the topics listed below (or others not treated in this course) and proceed in almost any order. The sequence chosen partially reflects that in the Lakoff text but is also ordered to allow relevant topics to coincide with the fall election campaigns, referenda and the like. Note that readings below from the Fairclough text are suggested (encouraged even) but not required. That volume will provide you with a more theoretical overview of (and a somewhat different perspective on) the topic area of language and power.

9-11 Sep
Introductory, course overview
Lakoff: introduction [pp. 1-7]

11-18 Sep
The micropolitics of language: discourse types, politeness, directness vs. indirectness, verbal aggression (cursing and swearing).
Lakoff: Part I [chapters 1-3]

21-25 Sep
Language and the law: the explicit encoding of power in the courtroom.

Lakoff: chapters 5 and 6
Reader: Conley, J. M., W. M. O'Barr, and E. A. Lind. The power of language: presentational style in the courtroom.

28 Sep - 2 Oct
Language and medicine. Power in public and power in private: therapy and courtroom compared. Medical and dental interviews.
Lakoff: chapters 4 and 7
Reader: Coleman, H., and J. Burton. Aspects of control in the dentist-patient relationship.

5-14 Oct
Language and minorities. Language across cultural and social groups. Language and "illness".
Lakoff: chapters 9 and 10.
Reader: Greenberg, J., S. L. Kirkland and T. Pyszczynski. Some theoretical notions and preliminary research concerning derogatory ethnic labels.
Ricks and Michaels: Grover, Jan Zita. AIDS: Keywords. [pp. 142-162]; Kostenbaum, Wayne. Speaking in the Shadow of AIDS [pp. 163-170]; Callen, Michael. AIDS: The Linguistic Battlefield [pp. 171-181].

16-21 Oct
Persuasive language.
Lakoff: chapters 12 and 13.
Reader: Geis, Michael. The strength of a claim.
Fairclough: suggested additional readings.

26 Oct - 4 Nov
Language and politicians.
Lakoff: chapter 14.
Wilson: chapters 1 and 2.
Fairclough: suggested additional readings.

6-20 Nov
Language and gender:
Lakoff: chapter 11
Reader: West, Candace, and Don Zimmerman. Small insults: a study of interruptions in cross-sex conversations between unacquainted persons.
Ricks and Michaels: Algeo, John. It's a Myth, Innit? Politeness and the English Tag Question. [pp. 443-450].
Additional readings on reserve (for assignment over Reading Days).

23-25 Nov
Academic discourse.
Lakoff: chapter 8.
Fairclough: suggested additional readings.

27 Nov -
Language "authorities".
Lakoff: chapter 15.
Reader: Fries, Charles C. Other attempts to determine what language matters to teach.
Ricks and Michaels: Nunberg, Geoffrey. What the Usage Panel Think [pp. 467-482].
Fairclough: suggested additional readings.

DEBORAH TANNEN

Linguistics 684
Gender Differences in Language Use
Spring 1989

Note: I last taught this course in Spring 1989, while I was working on You Just Don't Understand: Women and Men in Conversation. Some of the readings are outdated, but some are classics. If I were to teach the course again now, I'd probably assign my own book and also the one I just finished editing: a collection of papers entitled Gender and Conversational Interaction to be published by Oxford University Press in a few months. I would also make Lakoff's Language and Woman's Place required, for historical and foundational reasons. I would not use any of the other collections, but would put a packet together from recent publications. The outline of the course and its concerns would probably not change.

Time: Thursday 2:40 - 5:10

Prerequisite: Linguistics 484 Discourse Analysis: Conversation

Requirements: Attendance in class and participation in discussion
Required reading (texts and packet)
Outside reading (and oral & written summaries)
Taping and transcribing conversation
Research project and class presentation
Written research paper (c. 15 pages)

Texts, Required:

Coates, Jennifer. Women, Men, and Language. Longman, 1986.

Thorne, Barrie, Cheris Kramarae, & Nancy Henley (eds.). Language, Gender, and Society. Newbury House, 1983.

Philips, Susan, Susan Steele, and Chris Tanz (eds.). Language, Gender, and Sex in Comparative Perspective. Cambridge: Cambridge U. Press, 1988.

Recommended:

Goffman, Erving. Gender Advertisements. Harper & Row, 1976.

Lakoff, Robin. Language and Woman's Place. Harper & Row, 1976.

Tannen, Deborah. That's Not That What I Meant! Ballantine, 1986.

Recommended Subscriptions and Memberships:
Women and Language News
Organization for the Study of Communication, Lg & Gender

Goals:

1. To survey and evaluate the research that has been done on gender differences in language use.

2. To do original research to clarify, verify, build on, and/or otherwise contribute to that research.

This is an advanced course in conversational analysis. Our concern is gender differences in ways of speaking.

Topics include:

Power and solidarity (Lakoff; Tannen; others)

Turntaking (Is it true that men interrupt women? Zimmerman &West and critics, including Schegloff & Murray)

Topic (Is there a difference in what women and men talk about?)

Genres (anthropological work on men's and women's speech genres; Greece: Caraveli on women's laments; Herzfeld, The Poetics of Manhood; Ochs on Malagasy; Schieffelin on religious rites; American genres (tall tales, gossip, joke-telling, family stories, baseball stories, etc. etc.)

the role of conversation in relationships

public vs. private Domains

communicative styles (cooperation vs. competition; message vs. metamessage; indirectness; use of questions, tag questions, polite forms, other syntactic types)

the interaction of styles (complementary schismogenesis?)

men and women as listeners and speakers (Do men and women talk differently to men and women? Do they listen differently?)

gender and sexual orientation

Research paper:

A paper of at least 15 pages analyzing conversational tapes and transcripts, including relevant literature review.

Topics may be chosen from the following list, or be approved by me:

--Compare men's and women's personals ads: What do women and men say they want?
--Compare male and female callers to talk shows on topics of interest to women and men
--Compare male and female questioners at meetings, in class
--overlaps and interruptions
--topic
--storytelling in conversation
--who talks more?
--uses of talk
--dominance: what linguistic strategies have been seen as showing dominance? How valid are these evaluations?
--exploring particular women's or men's genres (laments, joke-telling, etc.)

--evaluation of women and men who use the same linguistic forms
--response to problems

Contents of Required Packet

1. Cover Sheet: List of Readings
2. List of Assignments (with due dates)
3. Bibliographies: Interruptions, Topic, Gossip, Books
4. Required readings in order of assignment:

Fishman, Pamela M. 1978. What do couples talk about when they're alone? Women's language and style, ed. by Douglas Butturff, 11-22. Akron, Ohio: Department of English, University of Akron.

Maltz, Daniel N., & Ruth A. Borker. 1982. A cultural approach to male-female miscommunication. In: John J. Gumperz (ed.), Language and social identity. Cambridge: Cambridge U. Press, pp. 196-216.

Henley, Nancy and Cheris Kramarae. 1988. Miscommunication - Issues of gender and power. Paper presented at the annual meeting of the National Women's Studies Association, Minneapolis.

Aries, Elizabeth. 1976. Interaction patterns and themes of male, female, and mixed groups. Small Group Behavior 7:1.7-18.

Aries, Elizabeth. 1982. Verbal and nonverbal behavior in single-sex and mixed-sex groups: Are traditional sex roles changing? Psychological Reports 51.127-34.

Leet-Pellegrini, H. M. 1980. Conversational dominance as a function of gender and expertise. Language: Social psychological perspectives, ed. by Howard Giles, W. Peter Robinson, and Philip M. Smith, 97-104. Oxford: Pergamon.

Murray, Stephen O. 1985. Toward a model of members' methods for ecognizing interruptions. Language in Society 13:31-40.

Murray, Stephen O. 1987. Power and solidarity in "interruption": A critique of the Santa Barbara School conception and its application by Orcutt and Harvey (1985). Symbolic Interaction 10:1.101-110.

Murray, Stephen O., and Lucille H. Covelli. 1988. Women and men speaking at the same time. Journal of Pragmatics 12:1.103-11.

Talbot, Mary. 1988. The operation was a success; unfortunately, the patient died: A comment on 'Women and men speaking at the same time' by Murray and Covelli. Journal of Pragmatics 12:1.113-4.

Murray, Stephen O. 1988. The sound of simultaneous speech, the meaning of interruption: A rejoinder. Journal of Pragmatics 12:1.115-16.

Goffman, Erving. 1979[1976]. Gender display. Gender advertisements, 1-9. New York: Harper & Row.

List of Assignments

Date Reading Due

WEEK 3: CONVERSATIONAL COHERENCE ACROSS AGES

1/26 I: Lecture and Video Presentation
You: Tape conversations and begin transcribing

WEEK 4: BEGINNING AT THE BEGINNING: RESEARCH ON CHILDREN

2/2 Tanz, Introduction, Pt II (163-77) (PST)
Sachs, Preschool boys' and girls' lg use (PST)
Goodwin & Goodwin, Children's arguing (PST)
Schieffelin, different worlds/ different words? (PST)

WEEK 5: KIDS CONT'D & GENDER AS CULTURE VS. POWER

2/9 Berko-Gleason, Men's speech to young children (TKH)
Berko-Gleason, Sex diffs in parent-child inter. (PST)
Fishman, Interaction: The Work Women Do (TKH)
Fishman, What do couples talk about ... (packet)
Maltz & Borker, A cultural approach ... (packet)
Henley & Kramarae, Miscommunication ... (packet)

WEEKS 6 & 7: CROSS-CULTURAL PERSPECTIVES

2/16 Philips, Introduction, Pt. I (15-25) (PST)
Shibamoto, The womanly woman (PST)
Ochs, The impact of stratification ... (PST)

2/23 Philips & Reynolds: The interaction of ... (PST)
Sherzer, A diversity of voices (PST)
Hill, Women's speech in modern Mexicano (PST)

WEEK 8: SMALL GROUP INTERACTION (EXPERIMENTAL STUDIES)

3/2 Aries, Interaction patterns and themes ... (packet)
Aries, Verbal and nonverbal behavior ... (packet)
Leet-Pellegrini, Conversational dominance ... (packet)

WEEK 9: INTERRUPTIONS AND SILENCE

3/16 West & Zimmerman, Small Insults (TKH)
Murray, Toward a model of members' methods (packet)
Murray, Power and solidarity in "interruption" (packet)
Murray & Covelli, Women & men speaking ... (packet)
Talbot, The operation was a success ... (packet)
Murray, A rejoinder (packet)
Sattel, Men, inexpressiveness, & power (TKH)

WEEK 10: SUMMING UP: NATURE/NURTURE ETC.

3/30 McConnell-Ginet, Intonation in a man's world (TKH)
Goffman, Gender display (packet)
Thorne, Kramarae, Henley, Lg, Gender & Society (TKH)
Philips, Introduction (1-25) (PST)

WEEKS 11-14 PRESENTATION OF FINAL PROJECTS

(We may have guest speakers on 4/6)

FINAL PAPERS DUE on the date for which a final exam is scheduled.
No late papers or incompletes, for any reason.

LINGUISTICS 113: Language, Gender & Society. (4 units)

Professor Lenora A. Timm
Program in Linguistics
UC Davis
Davis, CA 95616-8685
916/752-4540/9933 (mess.)

Quarter: Winter 1993. Lecture Hours: 3. Discussion: 1.

Course Goals: The course examines the nature and function of sex differences in communication on a cross-cultural basis. The emphasis is on verbal (spoken and written) language, but some attention is also paid to differences in nonverbal communication. The contrasts between stereotypes about how women and men communicate and the actually occurring patterns are carefully examined. The significance of different communication patterns is considered in connection with theoretical models drawn from sociolinguistics, anthropology, and psychology. Topics covered include:

> Sex differences in linguistic forms (pronunciation, vocabulary, syntax, etc.); conversational patterns; issues of status and politeness; gender bias in language use; developmental aspects of sex-differential language use; sex differences in nonverbal communication; case studies in language use (i.e., sex-related differences in legal language; in educational texts; in the mass media); and strategies for changing sexist linguistic practices.

Recommended Preparation: Linguistics 1 or Anthropology 4.

Course format: Lectures and discussion; several videos & films.

Student Assignments: One short paper (25%); one term paper (50%); final exam (25%)

Textbooks: (1) Barrie Thorne, Cheris Kramarae, and Nancy Henley (eds.), LANGUAGE, GENDER AND SOCIETY. Rowley, MA: Newbury House, 2nd ed., 1983.

(2) Jennifer Coates and Deborah Cameron (eds.), WOMEN IN THEIR SPEECH COMMUNITIES: NEW PERSPECTIVES ON LANGUAGE AND SEX. New York: Longman, 1989.

(3) Joyce Penfield, ed., WOMEN AND LANGUAGE IN TRANSITION. Albany: New York State University Press, 1987.

(4) LINGUISTICS 113 READER: a collection of articles available at Navin's Copy Shop.

Linguistics 113
Language, Gender and Society
Winter 1993

Professor: Lenora A. Timm.
Office Hours: Tues/Thurs., 12-1:30 or by appt. My office is in 903 Sproul. The Linguistics Office is in 922 Sproul.
Telephone: 752-4540/9933 (message)

T.A.s: Ulrike Cristofori & Helen Hadji

TEXTBOOKS:

(1) Barrie Thorne, Cheris Kramarae, and Nancy Henley (eds.), LANGUAGE, GENDER AND SOCIETY. Rowley, MA: Newbury House, 2nd ed., 1983. [*Abbreviated in the Syllabus as LGS*]

(2) Jennifer Coates and Deborah Cameron (eds.), WOMEN IN THEIR SPEECH COMMUNITIES: NEW PERSPECTIVES ON LANGUAGE AND SEX. New York: Longman, 1989. [*Abbreviated in the Syllabus as **WTSC***]

(3) Joyce Penfield, ed., WOMEN AND LANGUAGE IN TRANSITION. Albany: New York State University Press, 1987. [*Abbreviated in the Syllabus as **WLT***]

(4) LINGUISTICS 113 READER: a collection of articles available at Navin's Copy Shop [*Abbreviated in the Syllabus as **L113R***]

COURSE REQUIREMENTS: This is a General Education Course (Contemporary Societies). There is, therefore, an emphasis on the enhancement of writing skills. Specific requirements include:
(1) one short paper (5-7 pages), worth 25% of the course grade; (2) a longer research paper (12+ pages) due at the end of the quarter, worth 50% of the course grade; (3) a final examination, worth 25% of the course grade. More information on the nature of the writing assignments will be provided early in the quarter.

SCHEDULE

Lecture Date		Associated Readings or Other Assignment (Numbers and letters refer to sections in the Syllabus.)
JAN.	7	-----
	12	1.0.a.-c.
	14	2.0.a.-b.
	19	
	21	3.1.a.-b.
	26	FILM
	28	
FEB.	2	3.2.a.-c.
	4	4.1.a.-c.
	9	4.2.a.-d.
	11	4.3.a.-d.
	16	5.1.a.-c./**Paper #1 Due** (in class)
	18	5.2.a.-c.
	23	5.3.a.-c/
	25	6.0.a.-c./FILM
MAR	2	7.0.a.
	4	8.1.a.
	9	8.2.a.
	11	8.3.a.-c.
	16	8.4. a.-c. & 9.0.a.-b./FILM
	22	**FINAL EXAM** (8-10 a.m.)
	24	**Paper #2 Due** (by 5 p.m. in 922 Sproul)

Linguistics 113
Winter 1993

SYLLABUS

LECTURE TOPICS AND REQUIRED READINGS

Abbreviations Used:

LGS = *Language, Gender and Society*, ed. by Barrie Thorne, Cheris Kramarae & Nancy Henley. Rowley, MA: Newbury House, 1983.
WLT = *Women and Language in Transition*, ed. by Joyce Penfield. Albany: State University of New York Press, 1987.
WTSC = *Women in their Speech Communities. New Perspectives on Language and Sex*, ed. by Jennifer Coates & Deborah Cameron. New York: Longman, 1989.

L113R = *Linguistics 113 Reader* (a collection of articles and book chapters compiled from different sources)

1.0. THE STUDY OF SEX DIFFERENCES IN GENERAL AND LANGUAGE AND SEX IN PARTICULAR

a. WTSC: Ch. 1, "Introduction"; Ch. 2, "Some Problems in the Sociolinguistic Explanation of Sex Differences" (by D. Cameron & J. Coates)
b. LGS: pp. 7-24, "Language, Gender and Society: Opening a Second Decade of Research" (by B. Thorne, C. Kramarae, & N. Henley)
c. L113R: "When 'Difference' is 'Dominance': A Critique of the 'Anti-power-based' Cultural Approach to Sex Differences" (by A. Uchida in *Language in Society* 21(4):547-568)

2.0. THE INTERPRETATION OF SEX DIFFERENCES IN LINGUISTIC FORMS

a. L113: "What has Gender Got to do with Sex?" (by D. Cameron in *Language and Communication* 5(1):19-27)
b. LGS: pp. 69-88, "Intonation in a Man's World" (by S. McConnell-Ginet)

3.0. SEX DIFFERENCES IN THE SELECTION AND FREQUENCY OF LINGUISTIC FORMS

3.1. Assumptions and Stereotypes: Speech Styles

a. L113R: "Proprietors of Language" (by C. Kramarae in S. McConnell-Ginet, R. Borker & N. Furman, eds., *Woman and Language in Literature and Society*. New York: Praeger, 1980, pp. 58-68)
b. L113R: "Genderlect, Powerlect, and Politeness" (by N. Hoar in L. A .M. Perry, L. H. Turner, & H.M. Sterk, eds., *Constructing and Reconstructing Gender*. Albany: State University of New York, 1992, pp. 127-136.)

3.2. Empirical Evidence

a. WTSC: Ch. 7, "Lakoff in context: The social and linguistic functions of tag questions" (by D. Cameron, F. McAlinden & K. O'Leary)
b. L113R: "How Taboo are Taboo Words for Girls?" (by V. De Klerk in *Language in Society* 21(2): 277-290)
c. L113R: "Functions of *you know* in women's and men's speech" (by J. Holmes in *Language in Society* 15(1):1-22)

4.0. STRATEGIES OF COMMUNICATION

4.1. The Politics of Conversation

a. LGS: pp. 89-102, "Interaction: The Work Women Do" (by P. Fishman).
b. LGS: pp. 103-118, "Small Insults: A Study of Interruptions in Cross-Sex Conversations between Unacquainted Persons" (by C. West and D. Zimmerman).
c. WTSC: Ch. 8 "Gossip Revisited..." (by J. Coates); Ch. 9, "Talk Control..." (by J. Swann); Ch. 10 "Talking Shop..." (by N. Woods).

4.2. Issues of Status, Politeness, Power and "Face"

a. WTSC: Ch. 3, "A Pragmatic Account of Women's Use of Standard Speech" (by M. Deuchar)
b. LGS: pp. 119-124, "Men, Inexpressiveness, and Power" (by J. Sattel)
c. L113R: "How and Why are Women More Polite: Some Evidence from a Mayan Community" (by P. Brown in S. McConnell-Ginet, R. Borker & N. Furman, eds., *Woman and Language in Literature and Society*. New York: Praeger, 1980, pp. 111-136)
d. L113R "Teasing and Sexual Harassment: Double-bind Communication in the Workplace (by J. Alberts in L. A .M. Perry, L. H. Turner, & H.M. Sterk, eds., *Constructing and Reconstructing Gender*. Albany: State University of New York, 1992, pp. 185-196)

4.3. Identity and Conservatism vs. Innovation

a. LGS: pp. 54-68, "Linguistic Options and Choices for Black Women in the Rural South" (by P. Nichols).
b. WLT: pp. 159-166, "The role of American Indian women in cultural continuity and transition" (by B. Medecine).
c. WLT: pp. 167-179, "Language and female identity in the Puerto Rican community" (by A. Zentella).
d. WTSC: Ch. 5, "Differences of sex and sects..." (by B. Thomas)

5.0. PSYCHO-SOCIAL CONSTRAINTS REFLECTED IN LANGUAGE: GENDER BIAS IN ENGLISH

5.1. The Generic Masculine and Other Male-as-Norm Phenomena

a. LGS: pp. 25-37, "Beyond the He/Man Approach: The Case for Nonsexist Language" (by W. Martyna).
b. LGS: pp. 38-53, "Prescriptive Grammar and the Pronoun Problem" (by D. MacKay).
c. WLT: pp. 28-36, "Linguistic description: He/she, s/he, he or she, he-she" (by B.L. Dubois and I. Crouch)

5.2. The Lexicon: Words about Women and Men

a. L113R: "From discourse to dictionary: How sexist meanings are authorized" (by P.A. Treichler in F.W. Frank & P.A. Treichler, eds., *Language, Gender, and Professional Writing. Theoretical Approaches and Guidelines for Nonsexist Usage*. New York: Modern Language Assoc., 1989, pp. 51-79)
b. L113R: "The Semantic Derogation of Women" (by M. Schulz in B. Thorne & N. Henley, eds., *Language and Sex: Difference and Dominance*. Rowley, MA: Newbury House, 1975, pp. 64-73.).
c. L113R : "Sexism in English: A 1990s Update" (by A. Pace Nilsen in P. Escholz, A. Rosa & V. Clark, eds., *Language Awareness*. New York: St. Martin's Press, 1990, pp. 277-287)

5.3. References to the Sexes

a. L113R: "Don't 'Dear' Me!" (by N. Wolfson & J. Manes in S. McConnell-Ginet, R. Borker & N. Furman, eds., *Woman and Language in Literature and Society*. New York: Praeger, 1980, pp. 79-92.
b. WLT: "Surnaming: The struggle for personal identity" (by J. Penfield).

6.0. THE ACQUISITION OF SEX DIFFERENTIAL LANGUAGE

a. LGS: pp. 140-150, "Men's Speech to Young Children" (by J. B. Gleason and E. Greif)
b. L113R: "Directive-Response Speech Sequence in Girls' and Boys' Task Activities" (by M. Goodwin in S. McConnell-Ginet, R. Borker & N. Furman, eds.,*Woman and Language in Literature and Society*. New York: Praeger, 1980, pp. 157-163)
c. L113R: "'Kings are Royaler than Queens': Language and Socialization" (by A. Shelton in *Young Children* [January]:4-9)

7.0. SEX DIFFERENCES IN NONVERBAL COMMUNICATION

a. L113R: "Silent sounds and secret messages "(by B. Eakins & G. Eakins in B. Eakins & G .Eakins, *Sex Dif-*

ferences in Human Communication. Palo Alto: Houghton Mifflin Co., pp.147-179)

8.0. CASE STUDIES IN LANGUAGE USE (VERBAL & NONVERBAL)

8.1. Literature

a. LGS: pp. 125-139, "Consciousness as Style: Style as Aesthetic ((by J. Penelope & S. Wolfe)

8.2. The Law

a. L113R: "Sexism in the Language of Legislatures and Courts" (by H. Bosmajian in A.P. Nilsen, et al., eds., *Sexism and Language.* Urbana, IL: Natioanl Council of Teachers of English, 1977, pp. 77-106)

8.3. Education

a. L113R: "Sexism in Children's Books and Elementary Classroom Materials" (by A. Nilsen in A.P. Nilsen, et al., eds., *Sexism and Language.* Urbana, IL: Natioanl Council of Teachers of English, 1977, pp. 151-180)

b. L113R: "Sex Role Stereotypes of Stepparents in Children's Literature" (by P. Cooper in L.P. Stewart & S. Ting-Toomey, eds., *Communication, Gender, and Sex Roles in Diverse Interaction Contexts.* Norwood, NJ: ABLEX, 1987, pp. 61-82)

c. WLT: pp. 87-53, "Guidelines against sexist language: A case history" (by A.P. Nilsen)

8.4. The Media

a. L113R: "A New 'Genderation' of Images to Women" (by L. Lazier-Smith in P.J. Creeden, ed., *Women in Mass Communication: Challenging Gender Values.* Newbury Park, CA: Sage, 1989, pp. 247-260)

b. L113R: "A Sociocultural Close-up: Body Image in Advertising" (by A. Gagnard in P.J. Creedon, ed., *Women in Mass Communication: Challenging Gender Values.* Newbury Park, CA: Sage, 1989, pp. 261-262)

c. L113R: "Discourse on Women's Bodies: Advertising in the 1920s" (by M. Hawkins & T. Nakayama) in L. A .M. Perry, L. H. Turner, & H.M. Sterk, eds., *Constructing and Reconstructing Gender.* Albany: State University of New York, 1992, pp. 61-72)

9.0. STRATEGIES FOR SOCIAL AND LINGUISTIC CHANGE

a. WLT: pp. 3-27, "The new species that seeks a new language: On sexism in language and language change" (by N. Henley)

b. WLT: pp. 65-72, "Resources for liberating the curriculum" (by B. Withers).

Linguistics 113

Topics for Paper #1

1. This topic requires that you watch some TV…specifically, a show with a good amount of dialogue, such as a soap opera or a talk show. Tape-record a minimum of one hour of talk from one type of show or the other, and while watching it, take notes on characteristics of the speakers in terms of their sex, approximate age, approximate socioeconomic status and educational level, as well as their relationship with other characters if you're watching a soap opera (friend, parent, child, lover, estranged spouse); or participants if you are watching a talk (guest, host, famous or not, relative age and authority of guest vs. host) The assignment involves listening to these dialogues and documenting any sex-linked differences in two of the following areas of language usage

1) intonational contours (sentence melodies).

2) pronunciation differences (e.g., runnin' vs. running, watchin' vs. watching; would'ja vs. would you; gonna vs. going to, etc.).

3) vocabulary differences (e.g., in choice of expletive such as 'darn' vs. 'damn' or something stronger; choice of adjectives such as 'neat/nice' vs. 'rad/awesome', etc.; also in reference to the sexes--e.g., 'woman', 'girl', 'chick', 'lady'; 'man', 'boy', 'guy', 'dude', 'dudette', etc.).

4) tag questions (divide tags into modal vs. facilitative, following the model provided in Reading 3.2.a, and pay attention to intonation on the tags).

5) hedges & fillers ('you know', 'sort of', 'kinda', 'like', etc.)

You will need to consider how any differences you find correspond (if they do) with the particular conversational pairs involved (i.e., wife-husband,daughter-mother, daughter-father, lover-lover, son-mother, son-father; host-guest, guest-guest); and you may find it useful to comment on particular traits of given characters or personalities

In writing up your findings, tie your discussion in as much as possible with what we have so far covered in class (lectures and/or reading) about stereotypes of female and male speech and also what is known from empirical studies that have been carried out (see the readings in 2.0., 3.1., & 3.2.).

It is important that you structure your paper in an organized way, including:

--a statement of purpose (what you hope to accomplish and why).
--a brief discussion of the programs you chose to watch and why these particular programs.
--a compact presentation of your data, and possibly examples of some exchanges among speakers that you recorded.
--a discussion of the data and their implications in connection with the stereotypes and realities of male/female communication differences.
--a brief conclusion.

Your paper should be typed double-spaced, well proof-read and of approximately 6-7 pages in length (it may be longer if you wish).

2. Drawing on what you have so far learned about sex differences in English, create three conversations (about1-1/2-2 pages each) between female-female, male-male, and female-male conversational partners. The speakers should be matched for age, education, and socioeconomic status. Construct the conversations around one (and only one) of the following themes:

--Does television influence people's behavior?
--Finding employment after graduation
--Life in the U.S in the year 2020

Construct the conversations so that they sound reasonably natural to you--that is, don't overdo the stereotyped linguistic features associated with the female and male speech registers (styles). On the other hand, you should incorporate those linguistic features that seem to be in agreement with real usage (according to what has been reported in lectures and/or the readings, and based also on your own experience).

Following the conversations, provide a discussion of the similarities and contrasts in the three sets of conversations that you have constructed, and indicate specific readings and/or lecture materials that you have drawn on in creating them--see the Syllabus 3.1., 3.2, & 4.1.)

Your paper should be typed double-spaced, well proof-read, and of approximately 6-7 pages in length (it may be longer if you wish).

3. Carefully read and think about the xeroxed editorial by columnist John Keasler found on the other side of this sheet. Your assignment is to write a rebuttal to Keasler's attack on the revised edition of *Roget's Thesaurus* that has attempted to eliminate sexist linguistic usages.

You should respond to each of his assertions, or complaints, and you may do so with rhetorical vigor; but be sure to document your statements or points of rebuttal with references to research presented in lecture and/or readings for this course. The readings especially pertinent to this assignment are found in Sections 5.1, 5.2, and 5.3 of the Syllabus.

Your paper should be 5-7 pages, typed and double-spaced. Pay attention to your grammar, style, and spelling.

Linguistics 113

TERM PAPER (Paper #2) TOPIC SUGGESTIONS

(Papers due on March 24, 1993)

The topics that follow are suggestive rather than exhaustive. In other words, if there is some other project which you would like to undertake that falls within the rather generous boundaries of the field we are studying, that will probably be fine by me; just be sure to clear your idea with your T.A. or with me first.

Most of the topics I have included here involve data collection and analysis. Your paper should include both some examples of the data and a discussion of your data-gathering techniques. You may wish to include all of your data as a kind of appendix to which the reader can be referred (however, the appendix is not to be counted as part of the 12 pages required; bibliography, on the other hand, may be counted). Your paper grade will depend greatly on the quality of your analysis and interpretation of the data and also on the coherence of its overall organization.

1. a. Differential Usage of Tag Questions.

Collect data for at least a week from overheard conversations and from radio and T.V. (especially talk shows). You should note down in a systematic way the following factors in each situation:

1) sex of speaker and addressee
2) approximate ages of speaker and addressee
3) social identity of speaker and addressee (e.g., mother-daughter, brother-sister, friend-friend, student-teacher, newscaster-newscaster, host-guest, etc.)
4) the actual sentence heard with its tag question (e.g., 'I can go now, can't I?; 'You're a real wise-guy, aren't you?')
5) the type of sentence melody on the tag (rising, falling, or other).
6) additional voice modulations (e.g., angry, supplicating, sarcastic, etc.)
7) the place where you heard the tag question (e.g., on the sidewalk outside of the speaker's apartment, in a linguistics class, on a TV talk show, etc.).

Relate your findings to such research as exists on this topic (see relevant articles listed in Part IV.B. of the Annotated Bibliography in LGS, pp. 239-246 and in Part V.B. of the L113 Bibliography)

1.b.. Differential Usage of Rising Terminals on Sentences that are Responses to Questions

This research topic is related to to Topic 1.a., and was mentioned in class in connection with the claim that has been made that women tend much more than men to answer, in effect, a question with a question--e.g. Q: What is your name? A: My name is Sara Strong (with the answer ending in a rising terminal, suggesting a question). Follow the directions as for 1.a. through Item 3 and also Item 7). Beyond that look for any factors in the context or the nature of the interaction that might help you understand why this type of intonational pattern is selected. It would also be very useful, if possible, to record instances of the same speaker using falling intonation in some contexts, and then to see which variables (if any) have changed across the examples of rising vs. falling intonation in response to a question.

Relate your findings to such research as exists on this topic (see relevant articles listed in Part IV.B. of the Annotated Bibliography in LGS, pp. 239-246 and in Part V.B. of the L113 Bibliography)

2. Differential Usage if Direct/Indirect Imperatives

You will need to consider all of the same variables as given in #1, adapting them, of course, to the use of imperatives. In addition, you may find it useful to classify the imperatives in the following way:

DIRECT: e.g., Shut up!, Go away!

INDIRECT: Will you go away? Would you mind going away? Won't you pleas go away?

DIRECT + INDIRECT: Go away, please! or Go away, won't you please?

Relate your findings to the hypotheses and interpretations of sex differences in politeness forms set forth in Penelope Brown's article "How and Why are Women More Polite..." (in your L113R set of readings; also look at relevant articles in Part VII. of LIN 113 Bibliography).

3. Differences in Conversational Practices

For this project you will need to tape-record and take careful notes on what goes on during a conversation or informal discussion among the members of a small group (4-6 people, mixed sex). You will will need at least an hour's worth of talk to get enough data for patterns to become evident; and you must also get the consent of the people whom you record. Alternatively, you can collect data from TV talk shows; such data are somewhat less than "normal", but they usually are spontaneous and they are readily accessible.

Questions that you will be trying to answer are: who takes more turns; who takes longer turns; who interrupts whom; who is interrupted most often; who interrupts most; how is sex related to turns and interruptions?

The following information should be noted for each participant in the conversation:
1) sex and approximate age of speaker
2) number of turns taken in a particular conversation
3) average length of speaker's turns (in seconds or minutes)
4) number of interruptions made by each speaker
5) number or times each speaker was interrupted
6) reaction of the person interrupted (e.g., tried to regain the floor,overrode the interruption, lapsed into silence, etc.).

Discuss your findings in light of the readings and lectures on conversational dynamics (and see Part V of the Annotated Bibliography of LGS, pp. 264-292 and Part VI of LIN 113 Bibliography).

4. Differences in Terms of Address

Keep a journal for at least a week in which you record how you were addressed by whom in what situations. Note down systematically the setting in which each term of address was used (e.g., service stations, restaurant, a telephone call received, doctor's office, etc.); the social identity of the addressor (e.g., gas station attendant, waitress or waiter, insurance salesperson, doctor or nurse); the sex and approximate age of the addressor.

What conclusions can you draw about others' perceptions of you as a social persona on the basis of the terms of address you receive. Discuss in relation to readings in section 5.3. of the syllabus; and look at articles in Part XI of LIN 113 Bibliography

5. Differences in the Use of the Third Person Pronoun

Collect examples, in the sentences in which you hear them, of the third person pronoun used to refer to a person whose sex is unknown or irrevelant. Jot them down in a notebook as you hear them, noting also sex of speaker and of addressee, approximate age and socioeconomic position of the speaker. Collect examples for two weeks. You may pad out your corpus of data with examples culled from written sources as well. Organize your data along the following lines (from Ann Bodine [1975] "Androcentrism in Prescriptive Grammar", Language in Society 4:129-146):
1) Either sex, distributive (e.g., Anyone can do it if ____ tries)
2) Either sex, disjunctive (e.g., A father or mother is supposed to love ___child)
3) Sex unknown (e.g., Who didn't return _____ library book on time?)
4) Sex concealed (e.g., A certain party told me that ___ had forgotten)

Which third person pronouns are used in each category and with what relative frequencies? Be prepared to hear 'they/their/them' in addition to the singular pronouns 'she/her/her' and 'he/his/him'.

Does usage vary with any of the social variables noted above (sex of speaker, etc.). Discuss findings in relation to other research on the generic masculie (Section 5.1. of syllabus and additional references in Part II.D. of the Annotated Bibliography of LGS, pp. 174-181 and in Part IX of LIN 113 Bibliography).

6. Differences in Nonverbal Communication: Smiling/Frowning and Touching

Observe same-sex and mixed-sex dyads of people interacting and note differences between each pair in smiling/frowning behavior and in touching. Who, in terms of sex, age, social identity, smiles/frowns more frequently at whom? And who touches whom and what is the nature of the touching (handshaking, grasping the upper arm, tapping the back of the other's hand or back, leaning on the other party, etc.). Find a way of coding your observations so that you will be able to give some quantitative statements about differences in body language. Relate findings to some of the literature on nonverbal communication (see Part IX of the Annotated Bibliography in LGS, pp. 327-331 and Part XIII of LIN 113 Bibliography).

7. Speech Role Models in Children's Books

Compare several books written for children (perhaps in different decades--e.g., the 1940's, the 1960s, and the 1980s) looking for differences in speaking portrayed by the girls and boys in the dialogues--differences relating to verbosity, content, topic, politeness, etc. Look also for differences in the adult speaking models--do they parallel what you find for the children? Relate your findings to those reported by Nilsen (in section 8.3 of syllabus) and relevant articles cited in Part XVI of LIN 113 Bibliography.

8. Adult Speech Patterns in Literature

Contrast the dialogue of female and male characters in works of fiction written by female and male authors who are of about the same generation and nationality. A sample of four novels should suffice--two by female and two by male writers of an equivalent genre (e.g., spy, science fiction, romance, etc.) Compare your findings with some of that reported in the research on literary style (Part VI.B. of the Annotated Bibliography in LGS pp. 300-304 and Part XIV of LIN 113 Bibliography).

Some Topics that Have Been Examined by LIN 113 Students in Past Years

Differences in language used to infants
Sexism in popular music lyrics
Sisters sing: the lyrics of African American women singers
The images of woman in popular music
Gender in poetry
Sleeping beauties and sinister stepmothers: How fairy tales affect childrens' perceptions of gender in society
The influences of Disney movies on children's perceptions of gender in society
Sex in Seuss: An examination of gender bias in beginner books
'Girl' vs. 'guy': an analysis of language usage
The depiction of sex role (and language usage) in greeting cards
Inmates and classmates: What men call women
Gender and conversational practices: A comparison of three UCD discussion sections
Eye contact: The study of one form of nonverbal comunication
The dance floor as a laboratory: A study of nonverbal communication between the sexes
Facial expression: A part of our everyday lives
Techniques of address in four American plays
Women and terms of address in Russian
Hey, nice game, dude! Terms of address in sports
The effects of clothing on terms of address
Interruption patterns on television talk shows
Power surge: The masculine characteristics of female talk-show hosts
Sex and gender exploitation in the advertising industry
The portrayal of males and females in men's and women's magazines
The portrayal of women in the media
Media, advertisements, and African American women in white America
Ferraro, woman candidate: Her treatment by the press
Sexism in sports coverage
Sexism in TV commercials
Sexism in the language of stand-up comedians
Gender perception of American English words
An analysis of female and male language use in describing attractive people
Beginning writers' conceptions of female/male speech styles.
Dr. Morgan, the Wizard, and Mary: What are women worth in the comics?
Gendered stereotyped speech in fictional dialogue
Sex differences and stereotypes in science fiction

Confidence in a linguistic form
Linguistic portrayal of gender identity as expressed in nursery rhymes
Innocent nursery rhymes?
The portrayal of female and male characters in Saturday morning cartoons
Sociolinguistic analysis of the movie *He said/She said*
A linguistic perspective on the musical *My Fair Lady*
A sociolinguistic analysis of *Fatal Attraction*
Satruday Night Live: A sociolinguistic analysis
Sex stereotyping of animals
The influence of culture on language: A study of two Greek societies
The generic masculine: Its use and perception by children
A survey of fraternity word usage
A suvey of attitudes towards women retaining their birth names
What's in a name?
Women's and men's joke-telling at UCD
Assessment of sex role stereotypes with regard to occupations by non-American students studying English: A study of attitudes
Adolescent sex-role perceptions: A survey of Davis Senior High School students
The role of sexist language and stereotypes among teenagers
An examination of speech habits in four Davis children

Linguistics 113
Language, Gender & Society
Winter 1992

OUTLINE OF BIBLIOGRAPHY

I. Textbooks and Anthologies 1

II. Overviews 2

III. Book Reviews 4

IV. Perceptions and Stereotypes about Sex Differences in Speech 4

V. Studies of Sex Differences in Linguistic Forms

A. Pronunciation/Articulatory Differences. . . . .
6
B. Grammatical and/or Syntactic Differences 6
C. Lexical Differences 6
D. Differences in the Use/Frequency of Expletives & Graffitti. 7
E. General Studies/Cross-Linguistic Studies. 8

VI. Sex Differences in Conversation and Small-Group Interaction 9

VII. Issues of Status, Politeness, Power, and "Face" . . . .
12

VIII. Conservatism vs. Innovation in Language 13

IX. The Generic Masculine and other Male-as-Norm Phenomena 14

X Gender Bias in the Lexicon 15

XI. References to the Sexes 16

XII. Developmental Aspects of Sex Differences in Language . . . .
17

XIII. Sex Differences in Nonverbal Communication 19

XIV. Sex Differences/Sexism in Literature . . . .
21

XV. Sexism in the Law and Courts 23
XVI. Sexism in Education 23
XVII. Language Usage in the Mass Media 24
XVIII. Language and Feminism 25
XIX. Changing Sexist Language 26

Linguistics 113
Winter 1993

BIBLIOGRAPHY

I. Textbooks and Anthologies

Berryman, Cynthia L. & Virginia A. Eman, eds. (1980). Communication, Language, and Sex: Proceedings of the First Annual Conference. Rowley, Mass.: Newbury House.

Bosmajian, Haig, A. (1974). The Language of Oppression. Washington, D.C.: Public Affairs Press.

Brouwer, Dédé & Dorian de Haan, eds., (1987). Women's Language, Socialisation and Self-Image. Dordrecht: Foris.

Caldie, Roberta W. (1981). Dominance and Language: A New Perspective in Sexism. Washington, D.C.: University Press.

Cameron, Deborah (1985). Feminism and Linguistic Theory. London: Macmillan Press.

______, ed. (1990). The Feminist Critique of Language. A Reader. New York: Routledge.

Coates, Jennifer (1986). Women, Men, and Language: A Sociolinguistic Account of Sex New York: Longman.

_____ & Deborah Cameron, eds. (1989). Women in their Speech Communities. New Perspectives on Language and Sex. New York: Longman.

Dubois, Betty Lou & Isabel Crouch, eds. (1976). The Sociology of the Languages of American Women. San Antonio, TX: Trinity University.

Eakins, Barbara W. & R. Gene Eakins (1978). Sex Differences in Human Communication. Palo Alto, CA : Houghton Mifflin.

Frank, Francine & Frank Anshen (1983). Language and the Sexes. Albany: State University of New York Press.

Frank, Francine W. & Paula A. Teichler, et al. (1989). Language, Gender, and Professional Writing: Theoretical Approaches and Guidelines for Nonsexist Usage. New York: The Modern Language Association of America.

Graddol, David & Joan Swann (1989). Gender Voices. New York: Basil Blackwell.

Hill, Alette Olin (1986). Mother Tongue, Father Time. A Decade of Linguistic Revolt. Bloomington: Indiana University Press.

Kramarae, Cheris (1980). Women and Men Speaking. Rowley, MA: Newbury House.

_____, ed. (1980). "The Voices and Words of Women and Men." Special issue of the Women's Studies International Quarterly 3(2/3).

Key, Mary Ritchie (1975). Male/Female Language. Metuchen, NJ: The Scarecrow Press.

Lont, Cynthia M., & Sheryl Friedly, eds. (1989). Beyond Boundaries: Sex and Gender Diversity in Communication. Fairfax, VA: George Mason University.

Miller, Barbara D. (1992). Sex and gender hierarchies. New York: Cambridge Univ. Press.

Miller, Casey & Kate Swift (1977). Words and Women. New York: Anchor Press/Doubleday.

McConnell-Ginet, Sally, Ruth Borker & Nelly Furman, eds. (1980). Woman and Language in Literature and Society. New York: Praeger.

Nadler, L.B., Nadler, M.K. & W.R. Todd-Mancillas, eds. (1987). Advances in Gender and Communication. Lanham, MD: University Press of America.

Nilsen, Alleen Pace, Haig Bosmajian, H. Lee Gershuny & Julia P. Stanley (1977). Sexism and Language. Urbana, Ill: National Council of Teachers of English.

Orasanu, Judith, Mariam K. Slater & Leonore Loeb Alder, eds. (1979). Language, Sex, and Gender: Does "la différence" make a difference? New York Academy of Sciences , Vol. 327.

Pearson, J.C. (1985). Gender and Communication. Dubuque, IA: W.C. Brown.

Penelope, Julia (1990). Speaking Freely. Unlearning the Lies of the Fathers' Tongues. New York: Pergamon Press.

Penfield, Joyce, ed. (1987). Women and Language in Transition. Albany: State University of New York Press.

Perry, Linda A.M., Turner, Lynn H. & Helen M. Sterk, eds. (1992). Constructing and Reconstructing Gender. The Links among Communication, Language, and Gender. Albany: State University of New York Press.

Philips, Susan U., Steele, Susan & Christine Tanz, eds. (1987). Language, Gender, and Sex in Comparative Perspective. New York: Cambridge University Press.

Poynton, Cate (1989). Language and Gender: Making the Difference. Oxford: Oxford University Press.

Spender, Dale (1980). Man Made Language. London: Routledge & Kegan Paul.

Stewart, L.P. & S. Ting-Toomey, eds. (1987). Communication, Gender and Sex Roles in Diverse Interaction Contexts. Norwood NJ: ABLEX.

Thorne, Barrie & Nancy Henley, eds. (1975). Language and Sex: Difference and Dominance. Rowley, Mass.: Newbury House.

_____, Kramarae, Cheris & Nancy Henley, eds. (1983). Language, Gender and Society. Rowley, Mass.: Newbury House.

Todd, Alexandra & Sue Fisher, eds. (1988). Gender and Discourse: The Power of Talk. Norwood, NJ: ABLEX.

Vetterling-Braggin, Mary, ed. (1981). Sexist Language: A Modern Philosophical Analysis.

Totowa, NJ: Littlefield, Adams & Co.

Wofson, Nessa & Joan Manes (1985). *The Language of Inequality*. Berlin: Mouton.

Yaguello, Marina (1989). *Le sexe des mots*. Paris: Belford.

II. Overviews

Beatty, John (1979). Sex, role, and sex role. In Orasanu, Slater & Alder, eds., *Language, Sex, and Gender: Does "la différence" make a difference?* New York Academy of Sciences Vol. 327:43-52.

Bodine, Ann (1975). Sex differentiation in language. In Thorne & Henley, eds., *Language and Sex: Difference and Dominance*. Rowley, Mass.: Newbury House, 130-149.

Cameron, Deborah (1985). What has gender got to do with sex? *Language and Communication* 5(1):19-27.

_____ and Jennifer Coates (1985). Some problems in the sociolinguistic explanation of sex differences . *Language and Communication* 5(3):43-151.

Conklin, Nancy Faires (1980). The language of the majority: Women and American English. In Margaret A. Lourie & Nancy F. Conklin ,eds., *A Pluralistic Nation: The Language Issue in the United States*. Rowley, Mass.: Newbury House, 222-237.

DeStafano, Johanna (1975). Women's language: By and about. In Ordoubadian & von Raffler-Engel eds., *Views on Language*. Murfreesboro, TN: Inter-University Publishing, 66-76.

Dundas, Todd & Sue Fischer, eds. (1988). *Gender and Discourse: The Power of Talk*. Norwood, NJ: Ablex.

Eubanks, Sheryle, B. (1975). Sex-based language differences: A cultural reflection. In Ordoubadian & von Raffler-Engel eds., *Views on Language*. Murfreesboro, TN: Inter-University Publishing, 109-120.

Foss, Karen A. & Sonja K. Foss (1983). The status of research on women and communication. *Communication Quarterly* 31(3):195-204.

Frank, Francine W. (1978). Women's language in America. In D. Burtturff & E.L. Epstein eds., *Women's Language and Style*. Akron, OH: L&S Books, 47-61.

Fried, Barbara (1979). Boys will be boys will be boys: The language of sex and gender. In Ruth Hubbard, Barbara Henifine, & Barbara Fried, eds., *Women Look at Biology Looking at Women*. Cambridge, Mass.: Schenchman, 37-59.

Furman, Nelly (1978). The study of women and language: Comment. *Signs* 4:182-185.

Goldsmith, Andrea E. (1980). Notes on the tyranny of language usage. In Kramarae, ed., "The Voices and Words of Women and Men." Special issue of the *Women's Studies International Quarterly* 3(2/3):179-192.

Gregersen, Edgar (1979). Sexual linguistics. In J. Orasanu, M. Slater & L. Alder, eds., *Language, Sex, and Gender: Does "la différence" Make a Difference?* New York Academy of Sciences Vol. 327:3-22.

Haugen, Einar (1977). "Sexism" and the Norwegian language. In Paul Hopper (ed.), Studies in Descriptive and Historical Linguistics: Festschrift for Winfred P. Lehmann. Amsterdam: Benjamins, 83-94.

Henley, Nancy & Barrie Thorne (1977). Womanspeak and manspeak: Sex differences and sexism in communication, verbal and nonverbal. In Alice Sargen,ed., Beyond Sex roles. St. Paul, Minn.: West Publishing Co.

Holmes, Janet (1992). Language and gender: A State-of-the-Art Survey Article. Language Teaching 24(4).

Jenkins, Mercilee M. & Cheris Kramarae (1981). A thief in the house: Woman and language. In Dale Spender,ed., Men's Studies Modified: The Impact of Feminism on the Academic Disciplines. Elmsford, NY: Pergamon Press.

Johnson, L. Fern (1983). Political and pedagogical implicaions of attitudes towards women's language. Communication Quarterly 31(2):133-138.

Key, Mary Ritchie (1972). Linguistic behavior of male and female. Linguistics 88:15-31.

Kramer, Cheris (1975). Women's speech: Separate but unequal? In B. Thorne & N. Henley, eds., Language and Sex: Difference and Dominance. Rowley, Mass.: Newbury House, 43-54.

_____ Barrie Thorne & Nancy Henley (1978). Perspectives on language and communication. Signs 3(3):638-651.

Kramarae, Cheris (1980). Proprieters of language. In S. McConnell-Ginet, R. Border, & N. Furman, eds., Women and Language in Literature and Society. New York: Praeger, 58-68.

_____ (1989). Feminist theories of communication. In E. Barnouw, ed., International Encyclopedia of Communications. New York: Oxford Univ. Press, 157-160.

Lakoff, Robin (1973). Language and woman's place. Language in Society 2(1):45-80.

_____ (1975). Language and Woman's Place. San Francisco: Harper & Row.

McConnell-Ginet, Sally (1984). The origins of sexist language in discourse. Annals of the New York Academy of Sciences 433:123-135.

Nilsen, Alleen Pace (1977). Linguistic sexism as a social issue. In Nilsen, Bosmajian, Gershuny & Stanley, eds., Sexism and Language. Urbana, Ill: National Council of Teachers of English, 1-26.

Philips, Susan U. (1980). Sex differences and language. Annual Review of Anthropology 9:523-544.

Pop, Sever (1952). Le langage des femmes: enquête linguistique à l'echelle mondiale. Orbis 1(1):10-86 and Orbis 2(1953):7-34.

Saint-Jacques, Bernard (1973). Sex, dependency and language. La linguistique 9(1):89-96.

Sherzer, Joel (1987). A diversity of voices: men's and women's speech in ethnographic perspective. In Philips, Steele & Tanz, eds., Language, Gender, and Sex in Comparative Perspective. New York: Cambridge University Press, 95-120.

Shibamoto, Janet S. (1982). Contributions of sociolinguistics to the language sciences: Language and Sex. *Language Sciences* 4(2):115-153.

Smith, Phillip M. (1980). Sex markers in speech. In K. R. Scherer & H. Giles, eds., *Social Markers in Speech*. Cambridge University Press, 109-246.

Treichler, Paula A. & Francine Wattman Frank (1989). Introduction: Scholarship, feminism, and language change. In P.A. Treichler & K.W. Frank, *Language, Gender, and Professional Writing. Theoretical Approaches and Guidelines for Nonsexist Usage*. New York: Modern Language Association, 1-32.

Uchida, Aki (1992). When 'difference' is 'dominance': A critique of the 'anti-power-based' cultural approach to sex differences. *Language in Society* 21(4):547-568.

West, Candace and Don Zimmerman (1985). Gender, language and discourse. In T.A. van Dijik, ed., *Handbook of Discourse Analysis*. London: Academic Press, 103-124.

III. Book Reviews

Brown, Penelope (1976). Women and politeness: A new perspective on language and society. *Review in Anthropology* 3(3):240-249. [Review of Lakoff 1975]

DeFrancisco, Victoria L. (1992). Review of *You Just Don't Understand*, by D. Tannen. *Language in Society* 21(2):319-323.

DeMott, Benjamin (1976). Review of *Words and Women* by C. Miller & K. Swift. *The New York Times Book Review* (July 4), p. 8, 12.

Deuchar, Margaret (1987). Feminism and linguistic theory. Review of *Language, Feminism and Linguistics*, by Deborah Cameron. *Language and Communication* 7(1):77-90.

Eastman, Carol (1978). Review of *Language and Sex: Difference and Dominance*, ed. by B. Thorne N. Henley. *American Anthropologist* 79(4):348-349.

Henley, Nancy (1978). Review of *Words and Women*. *Contemporary Psychology* 23(3):186.

Hill, Alette (1976). Review of *Words and Women*. *Frontiers* 1(3):113-115.

Martyna, Wendy (1978). Review of *Language and Sex: Difference and Dominance*. *Signs* 3(3):704.

McConnell-Ginet, Sally (1975). Our father tongue: Essays in linguistic politics. *Diacritics* 5(4):44-50. [Review of Lakoff 1975]

_____ (1983). Review of *Language, Sex and Gender: Does "la Différence" Make a Difference?*, ed. by J. Orasanu, M.K. Slater & L. Loeb Adler and of *Sexist Language: A Modern Philosophical Analysis*, ed. by M. Vetterling-Braggin. *Language* 59(2): 888373-391.

Mills, Sara (1988). Do men and women talk differently? Review of *Women, Men and Language* by J. Coates. *Language & Communication* 8(2):155-158.

Rosaldo, Michelle (1977). Review of *Language and Sex: Difference and Dominance*. *Language in Society* 6(1):110-113.

Timm, Lenora (1976). Review of Language and Woman's Place by Robin Lakoff. Lingua 39: 244-252.

Troemel-Ploetz, Senta (1991). Selling the apolitical. Review of You Just Don't Understand by D. Tannen. Discourse & Society 2:489-502.

IV. Perceptions and Stereotypes about Sex Differences in Speech

Ariel, Mira (1988). Female and male stereotypes in Israeli literature and media: Evidence from introductory patterns. Language & Communication 8(1):43-68.

Aronovitch, Charles D. (1976). The voice of personality: Stereotyped judgements and their relation to voice quality and sex of speaker. Journal of Social Psychology 99:207-220.

Berryman, Cynthia L. (1980). Attitudes toward male and female sex-appropriate and sex inappropriate language. In Berryman & Eman, eds., Communication, Language, and Sex: Proceedings of the First Annual Conference. Rowley, Mass.: Newbury House, 195-216.

Bliese, Nancy W. (1977). Sex-role stereotyping of adjectives. Bulletin: Women's Studies in Communication 1(2):27-32.

Bradley, P.H. (1981). The folk-linguistics of women's speech: An empirical examination." Communication Monographs 48:73-90.

Coleman, Ralph O. (1976). A comparison of the contributions of two voice quality characteristics to the perception of maleness and femaleness in the voice. Journal of Speech and Hearing Research 19(1).

Deaux, Kay & Mary Kite (1985). Gender stereotypes: Some thoughts on the cognitive organization of gender-related information. Academic Psychology Bulletin 7:123-144.

Eble, Connie (1975). Girl talk: a bicentennial perspective. In R. Ordoubadian & W. von Raffler-Engel, eds., Views on Language. Murfreesboro, IN: Inter-University Publishing, 77-86.

_____(1976). If ladies weren't present, I'd tell you what I really think. In D.L. Shores & C. P. Hines, eds., Papers in Language Variation: Samlads Collection. University: University of Alabama Press, 295-301.

_____(1976). Etiquette books as linguistic authority. In P. Reich,ed., The Second LACUS Forum, 1975. Columbia, SC: Hornbeam Press, 458-475.

Elyan, Olwen, Philip Smith, Howard Giles & Richard Bourhis (1978). RP-accented female speech: The voice of perceived androgyny? In P. Trudgill, ed., Sociolinguistic Patterns in British English. Baltimore: University Park Press.

Giles, Howard & Patricia Marsh (1979). Perceived masculinity, androgyny and accented speech. Language Sciences 1(2):301-315.

Haas, Adelaide (1979). Male and female spoken language types: Stereotypes and evidence. Psychological Bulletin 86(3):616-626.

_____ and Mark A. Sherman (1982). Reported topics of conversation among same-sex adults. Communication Quarterly 332-342.

Henton, Caroline (1989). Fact and fiction in the description of female and male pitch. Language and Communication 9(4)299-311.

Jeffrey, Mildred (1976). Language and sex stereotyping. In O. Clapp, ed., Responses to Sexism. Urbana, Ill: National Council of Teachers of English.

Kemper, Susan (1984). When to speak like a lady. Sex Roles 10(5-6):435-443.

Klecka, C.O. & D.V. Heler (1977). Sex-role stereotyping in English usage. Sex Roles 3(3): 257-263.

Kramer, Cheris (1977). Perceptions of female and male speech. Language and Speech 20)2):151-161.

_____ (1978). Women's and men's ratings of their own and ideal speech. Communication Quarterly 26(2):1-12.

Packer, Jaclyn (1986). Sex differences in perception of street harassment. Women and Therapy 5:331-338.

Philipsen, Gerry (1975). Speaking 'like a man' in Teamsterville: Culture patterns in role enactment in an urban neighbourhood. Quarterly Journal of Speech 61:13-22.

Rakos, Lana F. (1991). Gender on the Line: Women, the Telephone, and Community Life. Champaign, IL: University of Illinois Press.

Rasmussen, Jeffrey Lee & Barbara E. Moley (1986). Impression formation as a function of the sex role appropriateness of linguistic behavior. Sex Roles 14(3/4):149-161.

Rosenkrantz, P., et al. (1968). Sex-role stereotypes and self-concepts in college students. Journal of Consulting and Clinical Psychology 32(3):287-295.

Shibamoto, Janet S. (1987). The womanly woman: Manipulation of stereotypical and non-stereotypical features of Japanese female speech. In S.U. Philips, S. Steele & C. Tanz, eds., Language, Gender & Sex in Comparative Perspective. New York: Cambridge University Press, 26-49.

Shimanoff, Susan B. (1983). The role of gender in linguistic references to emotive states. Communication Quarterly 31(3):174-179.

Stivers, Camilla (1992). "Look like a lady, act like a man": The dilemma of leadership. Chapter 4 of C. Stivers, Gender Images in Public Administration. Newbury Park, CA: Sage.

Warshay, Diana W. (1972). Sex differences in language style. In C. Savilios-Rothschild, ed., Toward a Sociology of Women. Lexington, Mass.: Xerox College Publishing, 3-9.

Williams, J.E., H. Giles & J.R. Edwards (1977). Comparative analyses of sex-trait stereotypes in the United States, England, and Ireland. In Y.H. Poortinga, ed., Basic Problems in Cross-Cultural Psychology. Amsterdam: Swets & Zeitlander.

V. Studies of Sex Differences in Linguistic Forms

A. Pronunciation/Articulatory Differences

Austin, William M. (1965). Some social aspects of paralanguage. Canadian Journal of Linguistics 11(1):31-39.

Benjamin, Barbaranne J. (1986). Dimensions of the older female voice. Language & Communication 6(1/2):35-46.

Brend, Ruth (1975). Male-female intonation patterns in American English. In B. Thorne & N. Henley , eds., Language and Sex: Difference and Dominance. Rowley, Mass.: Newbury House, 84-87.

Edelsky, Carole (1979). Question intonations and sex roles. Language in Society 8(1):15-32.

Emanuel, F. & A. Scarzini (1979). Vocal register effects on vowel spectral noise and roughness: Findings for adult females. Journal of Communication Disorders 12(3):263-272.

Haas, Mary (1944). Men's and women's speech in Koasati. Language 20:142-149.

Henton, Caroline G. & R.A.W. Bladon (1985). Breathiness in normal female speech: Inefficiency versus desirability. Language and Communication 5(3):221-227.

Hu, Mingyang (1991). Feminine accent in the Beijing vernacular: A sociolinguistic investigation. Journal of the Chinese Langauge Teachers Association 26(1):49-54.

Kimball, Geoffrey (1987). Men's and women's speech in Koasati: A reappraisal. International Journal of American Linguistics 53(1):30-38.

Kroskrity, Paul (1983). On male and female speech in the Pueblo southwest. International Journal of American Linguistics 49(1):88-90.

McConnell-Ginet, Sally (1978). Intonation in a man's world. Signs 3(3):541-559.

Sachs, Jacqueline, Lieberman, Philip and Donna Erickson (1973). Anatomical and cultural determinants of male and female speech. In R.W. Shuy and R.W. Fasold,eds., Language Attitudes: Curent Trends and Prospects. Washington, D.C.: Georgetown University Press, 74-84.

Taylor, Allan (1982). 'Male' and 'female' speech in Gros Ventre. Anthropological Linguistics 24(3):301-307.

Trudgill, Peter (1975). Sex, covert prestige, and linguistic change in the urban English of Norwich. In B. Thorne & N. Henley , eds. , Language and Sex: Difference and Dominance. Rowley, Mass.: Newbury House, 88-103.

Tuomi, S.K. & J. Fischer (1979). Characteristics of simulated sexy voice. Folia Phoniatrica 31: 242-249.

Williams, Lynn (1983). The pronunciation of women: Some Spanish evidence. Language & Communication 3(2):171-190.

B. Grammatical and/or Syntactic Differences

Barron, Nancy (1971). Sex-typed language: The production of grammatical cases.

Acta Sociologica 14(1-2):24-42.

Cameron, Deborah, Fiona McAlinden & Kathy O'Leary (1989). Lakoff in context: The social and linguistic functions of tag questions. In J. Coates & D. Cameron, eds., Women in their Speech Communities. New Perspectives on Language and Sex. New York: Longman, 74-93.

Conners, Kathleen (1971). Studies in feminine agentives in selected European languages. Romance Philology 24:573-598.

Dubois, Betty Lou & Isabel Crouch (1975). The question of tag questions in women's speech: They don't really use more of them, do they? Language in Society 4(3):289-294.

Hill, Janet H. (1987). Women's speech in modern Mexicano. in S. Philips, S. Steele, & C. Tanz, eds. Language, Gender, and Sex in Comparative Perspective. New York: Cambridge University Press, 121-160.

Nissen, Uwe Kjær (1986). Sex and gender specification in Spanish. Journal of Pragmatics 10(6):725-738.

Ordoubadian, Reza (1979). Sexism and language structure. In W. Wölck & P. L. Garvin, eds., The Fifth LACUS Forum 1978. Columbia, SC: Hornbeam Press, 415-421.

Windfield, Helen R., Chandler, Margaret A. & Darryl L. Bassett (1989). Tag questions and powerfulness: Quantitative and qualitative analyses of a course of psychotherapy. Language in Society 18(1):77-86.

C. Lexical Differences

Abu-Haidar, Farida (1989). Are Iraqui women more prestige conscious than men? Sex differentiation in Baghdadi Arabic. Language in Society 18(4):471-481.

Bakir, M. (1986). Sex differences in the approximation to standard Arabic: A case study. Anthropological Linguistics 28(1):3-9.

Brouwer, Dede, Marinel Gerritsen & Dorian de Haan (1979). Speech differences between women and men: On the wrong track? Language in Society 8(1):33-50.

Cherry, Kittredge (1987). Womansword: What Japanese words say about women. Tokyo: Kodansha International.

Edwards, A.D. (1976). Social class and linguistic choice. Sociology 10:101-110.

Edwards, Viv (1989). The speech of British Black women in Dudley, West Midlands. In J. Coates & D. Cameron, eds., Women in their Speech Communities. New Perspectives on Language and Sex. New York: Longman, 33-50.

Holmes, Janet (1986). Functions of *you know* in women's and men's speech. Language in Society 15(1):1-22.

______ (1988). *Of course*: a pragmatic particle in New Zealand women's and men's speech. Australian Journal of Linguistics 8:49-74.

______ (1988). *Sort of* in New Zealand women's and men's speech. Studia Linguistica 42:2.

______ (1990). Hedges and boosters in women's and men's speech. Language & Communication

10(3):185-206.

Holmquist, J.C. (1985). Social correlates of a linguistic variable: A study in a Spanish village. Language in Society 14(2):191-204.

Mills, Jane (1989). Womanwords. New York: Longman. [A dictionary on the origin & development of over 300 words used for and about women]

Nowaczyk, Ronald H. (1982). Sex-related differences in colour lexicon. Language and Speech 25(3):257-265.

Sanders, J.S. & W.L. Robinson (1979). Talking and not talking about sex: Male and female vocabularies. Journal of Communication 29(2):2-30.

Singer, D., J. Avedon, R. Hering, A. McCann & C. Sacks (1977). Sex differences in the vocabulary of college students. The Journal of Sex Research 13:267-273.

Steckler, Nicole A. & William E. Cooper (1980). Sex differences in color naming of unisex apparel. Anthropological Linguistics 22(9):373-381.

Swacker, Marjorie (1975). The sex of the speaker as a sociolinguistic variable. In B. Thorne & N. Henley, eds., Language and Sex: Difference and Dominance. Rowley, Mass.: Newbury House, 76-83.

D. Differences in the Use/Frequency of Expletives and Graffitti

Arluke, Arnold, Kutakoff, Lanny, and Jack Levin (1987). Are the times changing? An analysis of gender differences in sexual graffiti. Sex Roles 16(1/2):1-8.

Bailey, Lee Ann & Lenora A. Timm (1976) More on women's--and men's--expletives. Anthropological Linguistics 18(9):438-449.

Bruner, Edward M. & Jane Paige Kelso (1980). Gender differences in graffiti: A semiotic perspective. Women's Studies International Quarterly 3(2/3):239-252.

Cole, Caroline M. (1991). 'Oh wise women of the stalls....' Discourse & Society 2(4):401-411.

Coyne, James C., Richard C. Sherman & Karen O'Brien (1978). Expletives and woman's place. Sex Roles 4:827-835.

De Klerk, Vivian (1990). Slang: A male domain? Sex Roles 22(9/10):589-606.

______ (1991). Expletives: Men only? Communications Monographs 58:156-169.

______ (1992). How taboo are taboo words for girls? Language in Society 21(2):277-290.

Fine, Marlene G. & Fern L. Johnston (1984). Female and male motives for using obscenity. Journal of Language and Social Psychology 3(1):59-74.

Hopper, Robert, Larry G. Coleman & John A. Daly (1980). Expletives and androgyny. Anthropological Linguistics 22(3):131-137.

Hughes, Susan E. (1992). Expletives of lower working-class women. Language in Society 21(2): 291-304.

Jay, Timothy (1992). Cursing in America. Philadelphia: John Benjamins.

Oliver, M.M. & Joan Rubin (1975). The use of expletives by some American women. Anthropological Linguistics 17(5):191-208.

Rieber, Robert W., Carl Wiedemann & Jeanette d'Amato (1979). Obscenity: Its frequency and context of usage as compared in males, nonfeminist females, and feminist females. Journal of Psycholinguistic Research 8(3):201-223.

Risch, Barbara (1987). Women's derogatory terms for men: That's right, "dirty" words. Language in Society 16(3):353-358.

Selnow, Gary W. (1985). Sex differences in uses and perception of profanity. Sex Roles 12(3/4): 303-312.

Staley, Constance (1978). Male-female use of expletives: A heck of a difference in expectations. Anthropological Linguistics 29(8):367-380.

Wilson, Eileen (1974). Men's Language and Women's Language: Up against the Wall. Unpublished M.A. thesis, UC Davis.

E. General Studies/Cross-Linguistic Studies

Bell, Amelia R. (1990). Separate people: Speaking of Creek men and women. American Anthropologist 92:332-345.

Blakar, R.M. (1979). How sex roles are represented, reflected, and conserved in the Norwegian language. In R. Rommetveit & R.M. Blakar, eds., Studies of Language, Thought, and Verbal Communication. New York: Academic Press.

Brouwer, Dédé (1989). Gender variation in Dutch: A sociolinguistic Study of Amsterdam Speech. Dordrecht: Foris.

Crosby, Faye & Linda Nyquist (1977). The female register: An empirical study of Lakoff's hypotheses. Language in Society 6:313-322.

DeStefano, Johanna S. (1979). Sex differences in languages: A cross-national perspective with emphasis on English. Language Sciences 1(2):316-324.

Dixon, Roland, B. & Alfred L. Kroeber (1903). The native languages of California. American Anthropologist 5(1):1-26. [Sex differences are discussed on p. 15.]

Flannery, Regina (1946). Men's and women's speech in Gros Ventre. International Journal of American Linguistics 12:133-135.

Furfey, P.H. (1944). Men's and women's language. American Catholic Sociological Review 5:218-223.

Grootaers, William A. (1952). Quelques remarques concernant la langage des femmes. Orbis 1:82-83.

______(1952). Differences entre langage masculin et feminin. Orbis 1:84-85.

Jabbra, Nancy W. (1980). Sex roles and language in Lebanon. Ethnology 19(4):459-474.

Klans, Flora (1924). Die Frauensprache bei den primitiven Völkern. Imago 10:215; 296-313.

Kramer, Cheris (1974). Folk-linguistics: Wishy-washy mommy talk. Psychology Today 8(1):32-85.

Lasch, Richard (1907). Uber Sondersprachen und ihre Entstehung: I, Frauensprachen. Anthropologische Gesellschaft in Vienna. Mitteil 37:89-101.

McMillan, Julie R., A. Clifton, Diane McGrath, & Wanda S. Gale (1977). Women's language: Uncertainty or interpersonal sensitivity and emotionality? Sex Roles 3(6):545-559.

Moore, Samule F., Shaffer, Leigh, Goodsell, Dorothy & Greg Baringoldz (1983). Gender or situationally determined spoken language differences? The case of the leadership situation. International Journal of Women's Studies 6(1):44-53.

Parsons, Elsie Clews (1913). The Old-Fashioned Woman: Primitive Fantasies about Sex. New York: Putnam's Sons. [Includes a chapter entitled "Sex Dialects".]

Pottier, Bernard (1972). Langage des hommes et langage des femmes en cocama (tupí). In Jacqueline M.C. Thomas & Lucien Bernot,eds., Langues et Techniques, Nature et Société. Paris: Klincksieck.

Saada, Lucienne (1970). Le langage des femmes tunisiennes. In David Cohen,ed., Mélanges Marcel Cohen: Etudes de linguistique, ethnographie et sciences connexes offertes par ses amis et ses élèves à l'occasion de son 80ème anniversaire. The Hague: Mouton, 320-235.

Taylor, Allan (1982). "Male" and "female" speech in Gros Ventre. Anthropological Linguistics 24(3):301-307.

Thomas, Beth (1989). Differences of sex and sects: Linguistic variation and social networks in a Welsh mining village. In J. Coates & D. Cameron, eds., Women in their Speech Communities. New Perpectives on Language and Sex. New York: Longman, 51-60.

Troemel-Ploetz, Senta (1982). Frauensprache: Sprache der Veränderung. Frankfurt: Fischer Taschenbuch Verlag.

VI. Sex Differences in Conversation and Small-Group Interaction

Ainsworth-Vaughn, Nancy (1992). Topic transitions in physician-patient interviews: Power, gender, and discourse change. Language in Society 21(3):409-426.

Albrecht, Terrance & Ralph E. Cooley (1980). Androgyny and communication strategies for relational dominance: An empirical analysis. In D. Nimmo,ed., Communication Yearbook 4. New Brunswick, NJ: Transaction Books, 699-719.

Aries, Elizabeth (1976). Interaction patterns and themes of males, females, and mixed groups. Small Group Behavior 7(1):7-18.

Beattie, Geoffrey W. (1981). Interruption in conversational interaction, and its relation to the sex and status of the interactants. Linguistics 19:15-35.

Bernard, Jessie (1973). Talk, conversation, listening and silence. In J. Bernard, The Sex Game. Englewood Cliffs, NJ: Prentice-Hall.

Bilous, Frances R. & Robert M. Krauss (1988). Dominance and accommodation in the conversational behaviours of same- and mixed-gender dyads. Language and Communication 8(3/4):

183-195.

Brown, Penelope & Stephen Levinson (1978). Universals in language usage: Politeness phenomena. In E. Goody, ed., Questions and Politeness. London: Cambridge University Press, 256-289.

Coates, Jennifer (1989). Gossip revisited: Language in all-female groups. In J. Coates & D. Cameron, eds., Women in their Speech Communities. New Perspectives on Language and Sex. New York: Longman, 94-122.

Crawford, Mary & Roger Chaffin (1987). Effects of gender and topic on speech style. Journal of Psycholinguistic Research 16(1):83-89.

Crosby, Faye, Paul Jose, & William Wong-McCarthy (1981). Gender, androgyny, and conversational assertiveness. In C. Mayo & N. Henley, eds., Gender and Nonverbal Behavior. New York: Springer-Verlag,

Crow, Brian (1983). Topic shifts in couples' conversations. In R. T. Craig & K. Tracy, eds., Conversational Coherence: Form, Structure and Strategy. Beverly Hills: Sage.

Deakins, Alice H., C. Osterink, & T. Hoey (1987). Topics in same sex and mixed sex conversations. In L.B. Nadler, et al. (eds.), Advances in Gender and Communication Research. Lanham, MD: University Press of America, 89-107.

de Boer, Mieke (1987). Sex differences in language: Observations of dyadic conversations between members of the same sex. In D. Brouwer & D. de Haan (eds.), Women's Language, Socialization and Self-Image, pp. 148-163.

Dindia, Kathryn (1987). The effects of sex of subject and sex of partner on interruptions. Human Communication Research 13(3):345-371.

Drass, Kriss A. (1986). The effect of gender identity on conversation. Social Psychology Quarterly 49(4):294-301.

Eakins, Barabara & Gene Eakins (1976). Verbal turn-taking and exchanges in faculty dialogue. In B.L. Dubois & I. Crouch, eds., The Sociology of the Languages of American Women. San Antonio, TX: Trinity University, 53-63.

Edelsky, Carol (1981). Who's got the floor? Language in Society 10(3):383-422.

Ehrenreich, Barbara (1981). The politics of talking in couples: Conversus interruptus and other disorders. Ms. (May):46-48.

Fine, Marlene G. (1981). Soap opera conversations: The talk that binds. Journal of Comunication 31(3):97-107.

Fishman, Pamel (1978). Interaction: The work women do. Social Problems 25:397-406.

_____(1978). What do couples talk about when they're alone? In D. Burrtturff & E.L. Epstein, eds., Women's Language and Style. Akron, OH: L&S Books, 11-22.

Gubb, Jenny (1980). Language and role in mixed- and single-sex groups. Language for Learning 2(1):3-10.

Günthner, Susanne (1992). The construction of gendered discourse in Chinese-German interactions. Discourse & Society 3(2):167-191.

Haas, Adelaide and Mark A. Sherman(1982). Reported topics of conversation among same-sex adults. Communication Quarterly 30:332-342.

Harding, Susan (1975). Women and words in a Spanish village. In R. Reiter, ed., Towards an Anthropology of Women. New York: Monthly Review Press, 283-308.

Holmes, Janet (1987). Hedging, fencing and other conversational gambits: An analysis of gender differences in New Zealand speech. In A. Pauwels, ed., Women and Language in Australian and New Zealand society. Sydney: Australian Professional Publics., 59-79.

_____ (1992). Women's talk in public contexts. Discourse & Society 3(2):131-150.

Jones, Deborah (1980). Gossip: Notes on women's oral culture. In C. Kramarae, ed., "The Voices and Words of Women and Men." Special issue of the Women's Studies International Quarterly 3(2/3):193-198.

Kennedy, Carol W. and Carl T. Camden (1981). Gender differences in interruption behavior: A dominance perspective. International Journal of Women's Studies 4(2):135-142.

_____& _____ (1983). A new look at interruption. Western Journal of Speech Communication 47:45-58.

Kuiper, Koenraad (1991). Sporting formulae in New Zealand English: Two models of male solidarity. In J. Cheshire, ed., English around the World: Sociolinguistic Perspectives. Cambridge: Cambridge Univ. Press, 200-209.

Lacoste, M. (1981). The old woman and the doctor: A contributio to the analysis of unequal linguistic exchanges. Journal of Pragmatics 5:169-180.

Leet-Pellegrini, Helena (1980). Conversational dominance as a function of gender and expertise. In H. Giles, W. P. Robinson & Philip Smith,eds., Language: Social Psychological Perspectives. Oxford: Pergamon, 97-104.

Leto DeFrancisco, Victoria (1991). The sounds of silence: How men silence women in marital relations. Discourse & Society 2(4):413-423.

Levin, Jack & Arnold Arluke (1985). An exploratory analysis of sex differences in gossip. Sex Roles 12(3/4):218-286.

Maltz, Daniel & Ruth A. Borker (1982). A cultural approach to male-female miscommunication. In J.J. Gumperz, ed., Language and Social Identity. New York: Cambridge Univ. Press, 196-216.

Mann, Brenda J. (1971). Bar talk. In J.P. Spradley & D.W. McCurdy, eds., Conformity and Conflict: Readings in Cultural Anthropology, 2nd ed. Boston: Little, Brown & Co., 101-111.

Markel, N.N., Prebor, L.D. and J.F. Brandt (1972). Biosocial factors in dyadic communication: Sex and speaking intensity. Journal of Personality and Social Psychology 23(1):11-13.

Martin, Judith N. & Robert T. Craig (1983). Selected linguistic sex differences during initial social interactions of same-sex and mixed-sex student dyads. Western Journal of Speech Communication 47:16-28.

_____, Long, J.F. and T.J. Saine (1976). Sex effects in conversational interaction: Another look at male dominance. Human Communication Research 2(4):356-364.

Mayes, Sharon S. (1979). Women in positions of authority: A case study of changing sex roles. Signs 4(3):556-568.

Montgomery, Barbara M. and Robert W. Norton (1981). Sex differences and similarities in communicator style. Communication Monographs 48:121-132.

Morse, Benjamine W. and Virginia A. Eman (1980). The construct of androgyny: An overview and implications for research. In C. L. Berryman & V.A. Eman,eds., Communication, Language, and Sex: Proceedings of the First Annual Conference. Rowley, Mass.: Newbury House, 76-90.

Octigan, Mary and Sharon Niederman (1979). Male dominance in conversations. Frontiers 4(1):50-54.

Parlee, Mary Brown (1979). Conversational Politics. Psychology Today (May):48-56.

Pfeiffer, John (1985). Girl talk, boy talk. Science 85 (February):58-63.

Preisler, Bent (1986). Linguistic Sex Roles in Conversation: Social Variation in the Expression of Tentativeness in English. New York: Mouton de Gruyter.

Rakow, Lana F. (1991). Gender on the Line: Women, the Telephone, and Community Life. Champaign-Urbana: University of Illinois Press.

Rysman, Alexander (1977). How the "gossip" becomes a woman. Journal of Communication 27(12):176-180.

Singh, Rajendra & Jayant K. Lele (1990). Language, power, and cross-sex communication strategies
in Hindi and Indian English revisited. Language in Society 19(4):541-546. [A rebuttal of Valentine (1985)]

Steinham, Gloria (1981). The politics of talking in groups: How to win the game and change the rules. Ms. (May):43, 45, 85-89.

Strodtbeck, R.L. (1956). Sex role differentiation in jury deliberations. Sociometry 19:3-11.

Suls, Jerry M. (1977). Gossip as social comparison. Journal of Communication 27(1):164-168.

Swacker, Marjorie (1976). Women's verbal behavior at learned and professional conferences. In B.L. Dubois & I. Crouch, eds., The Sociology of the Languages of American Women. San Antonio, TX: Trinity University, 155-160.

Swann, Joan (1989). Talk control: An illustration from the classroom of problems in analysing male dominance of conversation. In J. Coates & D. Cameron, eds., Women in their Speech Communities. New Perspectives on Language and Sex. New York: Longman, 122-140.

Talbot, Mary (1988). "The operation was a success: Unfortunately the patient died. A comment on 'Women and men speaking at the same time' by Murray and Covelli. Journal of Pragmatics 12:113-114.

Tannen, Deborah (1982). Ethnic style in male-female conversation. In John J. Gumperz (ed.), Language and Social Identity. Cambridge: Cambridge University Press, 217-231.

_____ (1990). You Just Don't Understand: Women and Men in Conversation. New York: William Morrow & Co.

Tiger, Virginia and Gina Luria (1978). Inlaws/outlaws: The language of women. In D. Burtturff and E.L. Epstein,eds., Women's Language and Style. Akron, OH: L& S Books, 1-10.

Valentine, Tamara (1985). Sex, power and linguistic strategies in the Hindi language. Studies in the Linguistic Sciences 15(1):195-211.

West, Candace (1979). Against our will: Male interruptions of females in cross-sex conversation. In J. Orasanu, M. Slater & L. Alder, eds., Language, Sex, and Gender: Does "la différence" make a difference? New York Academy of Sciences Vol. 327:81-100.

______ (1984). When the doctor is a 'lady': Power, status and gender in physician-patient dialogues. Symbolic Interaction 7:85-105.

______ (1985). Routine Complications. Troubles with Talk between Doctors and Patients. Bloomington, Indiana: Indiana University Press.

______ (1990). Not just 'doctors' orders': directive-response sequences in patients' visits to women and men physicians. Discourse & Society 1(1):85-112,

______ & Angela Garcia (1988). Conversational shift work: A study of topical transitions between women and men. Social Problems 35:551-575.

Wiley, Mary Glenn and Dale E. Woolley (1988). Interruptions among equals: Power plays that fail. Gender & Society 2(1):90-102.

Withers, Jean (1975). Don't talk while I'm interrupting. Ms. (March):106.

Wodak, Ruth (1981). Women relate, men report: Sex differences in language behavior in a therapeutic group. Journal of Pragmatics 5:261-286.

Wood, Marion (1966). The influence of sex and knowledge of communication effectiveness on spontaneous speech. Word 22:112-137.

Woods, Nicola (1988). Talking shop: Sex and status as determinants of floor apportionment in a work setting. In J. Coates & D. Cameron, eds., Women in their Speech Communities. London: Longman, 141-157.

Yerkovich, Sally (1977). Gossiping as a way of speaking. Journal of Communication 27(1): 192-196.

Zimmerman, Don and Candace West (1975). Sex roles, interruptions and silences in conversation. In B. Thorne & N. Henley, eds., Language and Sex: Difference and Dominance. Rowley, Mass.: Newbury House, 105-129.

VII. Issues of Status, Politeness, Power, and "Face"

Aiken, Lewis & Richard L. Zweigenhaft (1978). Signature size, sex, and status in Iran.

Journal of Social Psychology 106:273-274.

Arveda Kissling, Elizabeth (1991). Street harassment: The language of sexual terrorism. Discourse & Society 2(4):451-460.

Baroni, M.R. & V. D'Urso (1984). Some experimental findings about the question of politeness and women's speech. Language in Society 13:67-72.

Brown, Penelope (1980). How and why are women more polite: Some evidence from a Mayan community. In S. McConnell-Ginet, R. Borker & N. Furman, eds., Woman and Language in Literature and Society. New York: Praeger, 111-136.

_____ (1990). Gender, politeness and confrontation in Tenejapa. Discourse Processes 13(1): 123-141.

Brouwer, Déde (1982). The influence of the addressee's sex on politeness in language use. Linguistics 20:697-711.

Callary, R.E. (1974). Status perception through syntax. Language and Speech 17(2):187-192.

Deuchar, Margaret (1989). A pragmatic account of women's use of standard speech. In J. Coates & D. Cameron, eds., Women in their Speech Communities. New Perspectives on Language and Sex. New York: Longman, 27-32.

Gardner, Carol B. (1984). "Passing by": Street remarks, address rights, and the urban female. In John Baugh & Joel Scherzer (eds.), Language in Use: Readings in Sociolinguistics. Englewood Cliffs, NJ: Prentice Hall, 148-164.

Gibbons, P., J. Busch & J.J. Bradac (1992). Powerful versus powerless language: Consequences for persuasion, impression formation and cognitive response. Journal of Language and Social Psychology 11(3):

Henley, Nancy M. & Cheris Kramarae (1991). Gender, power and miscommunication. In Nicolas Coupland, ed., 'Miscommunication' and Problematic Talk. Newbury Park, CA: Sage.

Herbert, Robert K. (1990). Sex-based differences in compliment behavior. Language in Society 19(2):201-224.

Hoar, Nancy (1992). Genderlect, powerlect, and politeness. In L.A.M. Perry, L.H. Turner, & H.M. Sterk, eds. Constructing and Reconstructing Gender. The Links Among Communication, Language, and Gender. Albany: State University of New York, 127-136.

Jorden, Eleanor H. (1974). Language--female and feminine. In B. Hoffer, ed., Proceedings of a U.S.-Japan Sociolinguistics Meeting. San Antonio, TX: Trinity University, 57-71.

Keenan, Elinor (1974). Norm-makers, norm-breakers: Uses of speech by men and women in a Malagasy community. In J. Sherzer & R. Baumann, eds., Explorations in the Ethnography of Speaking. New York: Cambridge Univ. Press, 126-143.

Lee, Matoko Y. (1976). The married woman's status and role as reflected in Japanese: An exploratory sociolinguistic study. Signs 1(4):991-999.

Liska, Jo Walker, Elizabeth Mechling & Susan Stathas (1981). Differences in subjects' perceptions
of gender and believability between users of deferential and non-deferential language. Communication Quarterly 29(12):40-48.

Martin, Samuel (1964). Speech levels in Japan and Korea. In D. Hymes, ed., Language in Culture and Society. New York: Harper & Row, 407-415.

Miller, Roy Andrew (1967). The Japanese Language. Chicago: Univ. of Chicago Press.

Muhlhausler, Peter (1991). Watching girls pass by in Tok Pisin. In J. Cheshire, ed., English around the world: Sociolinguistic Perspectives. Cambridge: Cambridge Univ. Press, 637-646.

Noller, Patricia (1993). Gender and emotional communication in marriage: Different cultures or differential power? Journal of Language and Social Psychology 12(1-2):

O'Barr, William & Bowman K. Atkins (1980). "Women's language" or "powerless language"? In S. McConnell-Ginet, R. Borker & N. Furman, eds., Woman and Language in Literature and Society. New York: Praeger, 93-110.

Preston, Kathleen & Kimberly Stanley (1987). "What's the worst thing...?" Gender-directed insults. Sex Roles 17(3/4):209-220.

Sheehan, J.G. (1979). Level of aspiration in female stutterers: Changing times. Journal of Speech and Hearing Disorders 44(4):479-486.

Shibamoto, Janet (1985). Japanese Women's Language. Orlando, FL: Academic Press.

Smith (Shibamoto), Janet (1992). Women in charge: Politeness and directives in the speech of Japanese women. Language in Society 21(1):59-82.

Sherchock, Linda (1980). Psychological sex and rhetorical sensitivity. Implications for organizational communication. In C. Berryman & V. Eman, eds., Communication, Language, and Sex: Proceedings of the First Annual Conference. Rowley, Mass.: Newbury House, 91-111.

Shick Case, Susan (1988). Cultural differences, not deficiencies: An analysis of managerial women's language. In S. Rose & L. Larwood, eds., Women's Careers: Pathways and Pitfalls. New York: Praeger, 41-63.

Smith-Heffner, Nancy J. (1988). Women and politeness: The Javanese example. Language in Society 17(4):535-554.

Takahara, Kumiko (1991). Female speech patterns in Japanese. International Journal of the Sociology of Language 92: 61-85.

Wetzel, Patricia J. (1988). Are "powerless" communication strategies the Japanese norm? Language in Society 17(4):555-564.

Wood, L.S. & R.O. Kroger (1992). Politeness and forms of address. Journal of Language and Social Psychology 11(3):

Woods, Nicola (1989). Talking shop: Sex and status as determinants of floor apportionment in a work setting. In J. Coates & D. Cameron, eds., Women in their Speech Communities. New Perspectives on Language and Sex. New York: Longman, 141-157.

VIII. Conservatism vs. Innovation in Language

Ashby, William (1981). The loss of the negative particle ne in French. Language 57(3):674-687.

Baker, Murtadha (1986). Sex differences in approximation to Standard Arabic: A case study. Anthropological Linguistics 28(1):73-79.

Gal, Susan (1978). Peasant men can't get wives: Language change and sex roles in a bilingual community. Language in Society 7(1):1-16.

Medecine, Bea (1987). The role of American Indian women in cultural continuity and transition. In J. Penfield, ed., Women and Language in Transition. Albany: State University of New York Press, 159-166.

Nichols, Patricia C. (1976). Black women in the rural south: Conservative and innovative. In B.L. Dubois & I. Crouch,eds., The Sociology of the Languages of American Women. San Antonio, TX: Trinity University, 103-114.

_____(1980). Women in their speech communities. In S. McConnell-Ginet, R. Borker & N. Furman, eds., Woman and Language in Literature and Society. New York: Praeger, 140-149.

Patella, Victoria M. & William Kuvlesky (1973). Situational variation in language patterns of Mexican-American boys and girls. Social Science Quarterly 53(4):855-864.

Solé, Yolanda R. (1976). Sociocultural and sociopsychological factors in different language retentiveness by sex. In B.L. Dubois & I. Crouch, eds., The Sociology of the Languages of American Women. San Antonio, TX: Trinity University, 137-154.

Troy, Jakeline (1987). The role of Aboriginal women in the development of contact languages in New South Wales: From the late eighteenth to the early twentieth century. In A. Pauwels, ed., Women and Language in Australian and New Zealand Society. Sydney: Australian Professional Publications, 155-169.

Whiteford, L. (1980). Mexican-American women as innovators. In M. Melville, ed., Twice a Minority. St. Louis: The C .V. Mosby Co., 109-126.

Zentella, Ana Celia (1987). Language and female identity in the Puerto Rican community. In J. Penfield, ed., Women and Language in Transition. Albany: State University of New York Press, 167-179.

IX. The Generic Masculine and other Male-as-norm Phenomena

Baron, Dennis (1981). The epicene pronoun: The word that failed. American Speech 56: 83-97.

Bendix, Edward H. (1979). Linguistic models as political symbols: Gender and the generic 'he' in English. In J. Orasnu, M.K. Slater & L.L. Alder, eds., Language, Sex, and Gender: Does "la différence" make a difference? New York Academy of Sciences Vol. 327:23-42.

Bodine, Ann (1975). Androcentrism in prescriptive grammar: Singular 'they', sex-indefinite 'he' and 'he or she'. Language in Society 4(2):129-146.

Beardsley, Elizabeth (1973-74). Referential genderization. Philosophical Forum 5(1/2): 285-293.

Cooper, Robert (1984). The avoidance of androcentric generics. International Journal of the Sociology of Language 50:5-20.

Crawford, M. & L. English (1984). Generic versus specific inclusion of women in language: Effects on recall. Journal of Psycholinguistic Research 13:373-381.

Dubois, Betty Lou & Isabel Crouch (1979). Man and its compounds in recent profeminist American English published prose. Papers in Linguistics 12(1/2):261ff.

Gastil, John (1990). Generic pronouns and sexist langauge: The oxymoronic character of masculine generics. Sex Roles 23:629-643.

Green, William H. (1977). Singular pronouns and sexual politics. College Composition and Communication 28:150-153.

Greene, K. & D.L. Rubin (1991). Effects of gender inclusive/exclusive language in religious discourse. Journal of Language and Social Psychology 10(2):

Hofstadter, Douglas (1985). Changes in default words and images, engendered by rising consciousness. In D. Hofstadter, Metamagical Themas: Questing for the Essence of Mind and Pattern. New York: Basic Books, 136-158.

Hook, Donald (1989). Gender and number in American English personal pronouns. International Review of Applied Linguistics 27(1):64-66.

-------- (1991). Toward an English epicene pronoun. International Review of Applied Linguistics 29(4):331-339.

Huber, Joan (1976). On the generic use of male pronouns. The American Sociologist 11(2):89.

Jacobson, Marxha B. & William R. Insko, Jr. (1985). Use of nonsexist pronouns as a function of one's feminist orientaion. Sex Roles 13(11/2):1-7.

Khosroshahi, F. (1989). Penguins don't care, but women do: A social identity analysis of a Whorfian problem. Language in Society 18(4):505-525.

Korsmeyer, Carolyn (1977). The hidden joke: Generic uses of masculine terminology. In M. Vetterling-Braggin, F. Elliston & J. English, eds., Feminism and Philosophy. Totowa, NJ: Littlefield, Adams, and Co.

MacKay, Donald (1980). On the goals, principles, and procedures for prescriptive grammar: Singular 'they'. Language in Society 9(3):349-367.
______(1980). Personification and the pronoun problem. In C. Kramarae, ed., "The Voices and Words of Women and Men." Special issue of the Women's Studies International Quarterly 3(2/3):149-164.

Martyna, Wendy (1978). What can 'he' mean? Exploring our use of the generic masculine. Journal of Communication 28(1):131-138.

_____(1980). The psychology of the generic masculine. In S. McConnell-Ginet, R. Borker & N. Furman, eds., Woman and Language in Literature and Society. New York: Praeger, 69-78.

Mathiot, Madeleine (1979). Sex roles as revealed through referential gender in American English. In M. Mathiot,ed., Ethnolinguistics: Boas, Sapir, and Whorf Revisited. The Hague: Mouton, 1-48.

McConnell-Ginet, Sally (1979). Prototypes, pronouns, and persons. In M. Mathiot, ed., Ethnolinguistics: Boas, Sapir, and Whorf Revisited. The Hague: Mouton, 63-84.

Moulton, Janice , G.M. Robinson & C. Elias (1978). Sex bias in language use: 'Neutral' pronouns that aren't. American Psychologist 33:1032-1036.

Newman, Michael (1992). Pronominal disagreements: The stubborn problem of singular epicene antecedents. Language in Society 21(3):447-476.

Rubin, Donald & Kathryn Greene (1991). Effects of biological and psychological gender, age cohort, and interviewer gender on attitudes toward gender inclusive/exclusive language. Sex Roles 24:391-412.

Salter, Marty M, Deborah Weider-Hatfield, & Donald L. Rubin (1983). Generic pronoun use and perceived speaker credibility. Communication Quarterly 31(2):180-183.

Schneider, Joseph & Sally Hacker (1973). Sex role stereotyping and use of the generic 'man' in introductory texts: A case study of the sociology of sociology. The American Sociologist 8:12-18.

Silveira, Jeanette (1980). Generic masculine words and thinking. In C. Kramarae, ed., "The Voices and Words of Women and Men." Special issue of the Women's Studies International Quarterly 3(2/3):165-178.

Stanley, Julia P. (1977). Gender-marking in American English. In A.P. Nilsen, et al., eds., Sexism and Language. Urbana, Ill: National Council of Teachers of English, 43-76.

Treichler, Paula A. & Francine Wattman Frank (1989). Common problems in sexist usage. In F.W. Frank & P.A. Treichler, eds., Language, Gender, and Professional Writing: Theoretical Approaches and Guidelines for Nonsexist Usage. New York: The Modern Language Association of America, 141-226.

Trenholm, Sarah & W. Todd-de-Mancillas (1980). The effects of sexist language on interpersonal judgments. In C. Berryman & V. Eman, eds Communication, Language, and Sex: Proceedings of the First Annual Conference. Rowley, Mass.: Newbury House, 61-75.

Timm, Lenora (1978). Not mere tongue-in-cheek: The case for a common gender pronoun in English. International Journal of Wome's Studies 1(6):555-565.

Wilson, La Visa Cam (1978). Teachers' inclusion of males and females in generic nouns. Research in the Teaching of English 12:155-161.

Wolfe, Susan J. (1989). The reconstruction of word meanings: A review of the scholarship. In F. W. Frank & P.A. Treichler, Language, Gender, and Professional Writing, Theoretical Approaches and Guidelines for Nonsexist Usage. New York: Modern Language Association, 80-94.

X. Gender Bias in the Lexicon

August, Eugene R. (1990). Real men don't: Anti-male bias in English. In P. Eschholz, A. Rosa & V. Clark, eds., Language Awareness. New York: St. Martin's Press, 289-300.

Gershuny, H.Lee (1975). Public doublespeak--The dictionary. College English 37:938-942.

_____(1977). Sexism in dictionaries and texts: Omissions and commissions. In A.P. Nilsen et al., eds., Sexism and Language. Urbana, Ill: National Council of Teachers of English, 143-160.

Graham, Alma (1975). The making of a non-sexist dictionary. In B. Thorne & N. Henley, eds., Language and Sex: Difference and Dominance. Rowley, Mass.: Newbury House, 57-73.

Hampares, Katherine (1976). Sexism in Spanish lexicography. Hispania 59:100-109.

Kahn, Lynda (1975). Sexism in everyday speech. Social Work 20(1):65-67.

Ng, Sik Hung , et al. (1993). Polarized semantic change of words associated with females and males. Journal of Language and Social Psychology 12(1-2):

Nilsen, Alleen Pace (1977). Sexism as shown through the English vocabulary. In A.P. Nilsen, et al., eds., Sexism and Language. Urbana, Ill: National Council of Teachers of English, 27-42.

______ (1990). Sexism in English: A 1990s update. In P. Eschholz, A. Rosa & V. Clark, eds., Language Awareness. New York: St. Martin's Press, 277-287.

Schulz, Muriel (1975). The semantic derogation of women. In B. Thorne & N. Henley,eds., Language and Sex: Difference and Dominance. Rowley, Mass.: Newbury House, 64-73.

Strainchamps, Ethel (1972). Our sexist language, In V. Gornick & B. K. Moren, eds., Women in Sexist Society. New York: Mentor, 347-361.

Treichler, Paula A. (1989). From discourse to dictionary. How sexist meanings are authorized. In F. W. Frank & P.A. Treichler, Language, Gender, and Professional Writing. Theoretical Approaches and Guidelines for Nonsexist Usage. New York: Modern Language Association, 51-79.

XI. References to the Sexes

Abd-el-Jawad, Hassan R.S. (1988/89). Language and women's place with special reference to Arabic. Unpublished ms. (Dept. of English, Yarmouk Univ., Irbid, Jordan)

Allen, Iriving L. (1984). Male sex roles and epithets for ethnic women in American slang. Sex Roles 11:43-50.

Atkinson, D. (1987). Names and titles: Maiden name retention and the use of Ms. Journal of the Atlantic Provinces Linguistic Association 9:56-83.

Connor, Jane, Fiona Byrne, Jodi Mindell, Donna Colan & Elizabeth Nixon (1986). Use of the titles Ms., Miss, or Mrs.: Does it make a difference? Sex Roles 14(9/10):545-549.

Dion, Kenneth L. (1987). What's in a title? The Ms. stereotype, and images of women's titles of address. Psychology of Women Quarterly 11:21-36.

Heilman, Madeline (1975). Miss, Mrs., Ms. or none of the above? American Psychologist 30(4):516-518.

Hook, D. (1974). Sexism in English pronouns and forms of address. General Linguistics 14(2):86-96.

Kramer, Cheris (1975). Sex-related differences in address systems. Anthropological Linguistics 17(5):198-210.

Kupper, Susan J. (1990). Surnames for Women; a Decision-Making Guide. Jefferson: McFarland & Co.

Lassiter, Mary (1983). Our Names, Our Selves. London: Heinemann.

Lawson, E.D. (1974). Women's first names: A semantic differential analysis. Names 22(2): 52-58.

Lebell, Sharon (1988). Naming Ourselves, Naming Our Children: Resolving the Last Name Dilemma. Freedom, CA: The Crossing Press.

Nilson, Alleen Pace (1984). Greetings and salutations in a new age. Language in Society 13: 245-247.

Penfield, Joyce (1987). Surnaming: The struggle for personal identity. In J. Penfield, ed., Women and Language in Transition. Albany: State University of New York Press, 117-129.

Rubin, Joan (1986). How does the way women are referred to and described affect their participation in development and democracy. In J. Fishman, et al., eds., The Fergusonia impact. Vol. 2. Sociolinguistics and the sociology of language. New York: Mouton de Gruyter, 315-324.

Shepelak, Norma J., Darlene Ogden & Diane Tobin-Bennett (1984). The influence of gender labels on the sex typing of imaginary occupations. Sex Roles 11(11/12):983-996.

Slater, Anne Saxton & Saul Feinman (1985). Gender and phonology of North American first names. Sex Roles 13(7/8):429-440.

Stannard, Una (1977). Mrs. Man. San Francisco: Germain Books.

Wolfson, Nessa & Joan Manes (1980). Don't "Dear" me! In S. McConnell-Ginet, Sally, R. Borker & N. Furman, eds., Women and Language in Literature and Society. New York: Praeger, 79-92.

Yusuf, K. (1989). English imposed sexism in the Yoruba language: The case of 'baby' and 'Aya'. Women and Language 12:27-30.

XII. Developmental Aspects of Sex Differences in Language

Bellinger, D. & J.B. Gleason (1982). Sex differences in parental directives to young children. Sex Roles 8:1123-1139.

Berko-Gleason, Jean (1987). Sex differences in parent-child interaction. In S. Philips, S. Steele, and C. Tanz, eds., Language, gender and sex in comparative perspective. Cambridge: Cambridge University Press, 189-199.

Blaubergs, Maija (1975). On 'The nurse was a doctor.' In R. Ordoubadian and W. von Raffler-Engle,eds., Views on Language. Murfreesboro, Tenn.: Inter-University Publishing, 87-95.

Brownell, Winifred & Dennis Smith (1973). Communication patterns, sex, and length of verbalization of speech of 4-year-old children. Speech Monographs 40:159-167.

Cahill, Spencer (1986). Language practices and self-definition: The case of gender identity acquisition. Sociological Quarterly 27(3):295-311.

Camras, Linda (1984). Children's verbal and nonverbal communication in a conflict situation. Ethology and Sociobiology 5:257-268.

Cherry, Louise & Michael Lewis (1976). Mothers and two-year-olds: A study of sex diffentiated aspects of verbal interaction. Developmental Psychology 12(4):278-282.

_____ & _____ (1978). Differential socialization of girls. In N. Waterson & C. Snow, eds., The Development of Communication. New York: Wiley, 189-197.

Condry, John & Sandra Condry (1976). Sex differences: A study of the eye of the beholder. Child Development 47:812-819.

Cook, Alicia Skinner, Janet J. Fritz, Barbara L. McCornack & Cris Visperas (1985). Early gender differences in the functional use of language. Sex Roles 12(9/10):909-915.

DiPietro, Janet Ann (1981). Rough and tumble play: A function of gender. Developmental Psychology 17(1):50-58.

Edelsky, Carole (1976). The acquisition of communicative competence: Recognition of linguistic correlates of sex roles. Merrill-Palmer Quarterly 22(1):47-59.

_____ (1977). Acquisition of an aspect of communicative competence: Learning what it is to talk like a lady. In S. Ervin-Trip & C. Mitchel-Kernan, eds., Child Discourse. New York: Academic Press, 225-243.

_____ (1978). Recognized sex-linked language. Language Arts 53(7):746-752.

Edwards, John R. (1979). Social class differences and the identification of sex in children's speech. Journal of Child Language 6:121-127.

Eisenberg, Ann R. & Catherine Garvey (1981). Children's use of verbal strategies in resolving conflicts. Discourse Processes 4:149-170.

Engle, Marianne (1980). Family influences on the lnaguage development of young children. In C. Kramarae, ed., "The Voices and Words of Women and Men." Special issue of the Women's Studies International Quarterly 3(2/3):259-266.

Esposito, Anita (1979). Sex differences in children's conversation. Language and Speech 22(3):213-220.

Fichtelius, Anna, Irene Johansson & Kerstin Nordin (1980). Three investigations of sex-associated speech variation in day school. In C. Kramarae, ed., "The Voices and Words of Women and Men." Special issue of the Women's Studies International Quarterly 3(2/3): 219-226.

Filmer, H.T. & Leslie Haswell (1977). Sex-role stereotyping in English usage. Sex Roles 3(3): 257-263.

Fine, Gary Alan (1977). Social components of children's gossip. Journal of Communication 27(1):181-185.

Fischer, John L. (1958). Social influences on the choice of a linguistic variable. Word 14:45-56.

Flerx, Vicki C., Dorothy Fidler & Ronald Rogers (1976). Sex role stereotypes: Developmental aspects and early intervention. Child Development 47(4):998-1007.

Gleason, Jean Berko (1973). Code switching in children's language. In T.E. Moore,ed., Cognitive Development and the Acquisition of Language. New York: Academic Press, 159-167.

_____ (1987). Sex differences in parent-child interaction. In S.U. Philips, S. Steele & C. Tanz, eds., Language, Gender & Sex in Comparative Perspective. New York: Cambridge University Press, 189-199.

Golinkoff, R. & G. Ames (1979). A comparison of fathers' and mothers' speech with their young children. Child Development 50:28-32.

Goodwin, Marjorie Harness (1980). Directive-response speech sequences in girls' and boys' task activities. S. McConnell-Ginet, R. Borker & N. Furman, eds., Women and Language in Literature and Society. New York: Praeger, 157-163.

_____ and Charles Goodwin (1987). Children's arguing. In S.U. Philips, S. Steele & C. Tanz, eds., Language, Gender & Sex in Comparative Perspective. New York: Cambridge University Press, 200-248.

_____ (1988). Cooperation and competition across girls' and boys' task activities. In A. Todd & S. Fisher, eds., Gender and Discourse: The Power of Talk. Norwood, NJ: Ablex, 55-94.

Greif, Esther Blank (1980). Sex differences in parent-child conversations. In C. Kramarae, ed., "The Voices and Words of Women and Men." Special issue of the Women's Studies International Quarterly 3(2/3):253-258.

Haas, Adelaide (1979). The acquisition of genderlect. In J. Orasanu, M.K. Slater & L. Loeb Alder, eds., Language, Sex, and Gender: Does "la différence" make a difference? New York Academy of Sciences Vol. 327:101-114.

Harris, L.J. (197). Sex differences in the growth and use of language. In E. Donelson & J. Fullahorn,eds., Women: A Psychological Perspective. New York, Wiley, 79-94.

Hyde, Janet S. (1984). Children's understanding of sexist language. Developmental Psychology 20:697-706.

Klann-Delius, Gisela (1981). Sex and language acquisition: Is there any influence. Journal of Pragmatics 5:1-25.

Koenigsknecht, Roy A. & Philip Friedman (1976). Syntax development in boys and girls. Child Development 47(4):1109-1115.

Meditch, Andrea (1975). The development of sex-specific speech patterns in young children. Anthropological Linguistics 17(1):19-24.

Paludi, Michel A. & dominic F. Gullo (1986). The effect of sex labels on adults' knowledge of infant development. Sex Roles 16(1/2):19-30.

Powell, Robert C. (1979). Sex differences and language learning: A review of the evidence. Audio-Visual Language Journal 17(1):19-24.

Robin, J., Z. Luria & F. Provenzano (1976). The eye of the beholder: Parents' view of sex of new-borns. In A. Kaplan Y J. Bean,eds., Beyond Sex Role Stereotypes: Readings Toward a Psychology of Androgyny. Boston: Little, Brown & Co. [NOF-UCD]

Sachs, Jacqueline (1987). Preschool boys' and girls' language use in pretend play. In S.U. Philips, S. Steele & C. Tanz, eds., Language, Gender & Sex in Comparative Perspective. New York: Cambridge University Press, 178-188.

_____, Philip Lieberman, & Donna Erickson (1973). Anatomical and cultural determinants of male and female speech. In R.W. Shuy & R. Fasold,eds., Language Attitudes: Current Trends and Prospects. Washington, D.C.: Georgetown University Press, 74-83.

Schachter, F.F., E. Shore, R. Hodapp, S. Chalfin & C. Bundy (1978). Do girls talk earlier? Mean length of utterance in toddlers. Developmental Psychology 14:388-392.

Schieffelin, Bambi B. (1987). Do different worlds mean different words? An example from Papua New Guinea. In S.U. Philips, S. Steele & C. Tanz, eds., Language, Gender & Sex in Comparative Perspective. New York: Cambridge University Press, 249-260.

Schneiderman, Eta (1978). Sex differences in the development of children's ethnic and language attitudes. Cahiers linguistiques d'Ottawa 6:1-21.

Sheldon, Amy (1990). 'Kings are royaler than queens': Language and socialization. Young Children (January):4-9.

______ (1990). Pickle fights: Gendered talk in preschool disputes. Discourse Processes 13(5): 5-31.

Smith, P.K. & L. Daglish (1977). Sex differences in parent and infant behavior in home. Child Development 48:1250-1254.

Steedman, C., Urwin, C. & V. Wolkerdine, eds. (1985). Language, gender and childhood. Boston: Routledge.

Thorne, Barrie (1986). Children and gender: Constructions of difference. In D. Rhode, ed., Theoretical Perspectives on Sexual Difference. New Haven: CT: Yale University Press, 100-113.

Van Alphen, Ingrid (1987). Learning from your peers: The acquisition of gender-specific speech styles. In D. Brouwer, & D. de Haan, eds., Women's Language, Socialisation and Self-Image. Dordrecht: Foris, 58-75.

Vigorito, J. et al. (1971). Speech perception in infants. Science 171(1):303-306.

West, Candace & Don H. Zimmerman (1977). Women's place in everyday talk: Reflections on parent-child interaction. *Social Problems* 24(5):521-529.

Whyte, J. (1984). Observing sex stereotypes and interactions in the school lab and workshop. *Educational Review* 36:75-86.

XIII. Sex Differences in Nonverbal Communication

Argyle, Michael (1973). The syntaxes of bodily communication. *International Journal of Psycholinguistics* 2:71-92.

Austin, W.M. (1965). Some social aspects of paralanguage. *Canadian Journal of Linguistics* 11:31-39.

Baxter, James C., Daniel Druckman & Richar M. Rozelle (1982). *Nonverbal communication: Survey, Theory, and Research*. Beverly Hills: Sage Publications.

Birdwhistell, Ray L. (1970). Masculinity and femininity as display. In R.L. Birdwhistell, *Kinesics and Context: Essays on Body Motion Communication*. Philadelphia: University of Pennsylvania Press, 39-46.

Blahna, Loretta (1975). A survey of the resaearch on sex differences in non-verbal communication. In B. Eakins, G. Eakins & B. Lieb-Brilhart, eds., *Womens (and Men's) communication*. Washington, D.C.: Speech Communicatin Association, 28-34.

Bradac, J.J., M. O'Donnell & C.H. Tardy (1984). Another stab at a touchy subject: Affective meaning of touch. *Women's Studies in Communication* 7:38-50.

Buchanan, Douglas R., M. Goldman & R. Juhnke (1977). Eye contact, sex and the violation of personal space. *The Journal of Social Psychology* 103:19-25.

Cooke, B.G. (1980). Nonverbal communication among Afro-Americans: An initial clarification. In R.L. Jones, ed., *Black Psychology* (2nd ed.). Cambridge, MA: Harper & Row.

Dierks-Stewart, Kathi (1980). Sex differences in nonverbal communication: An alternative perspctive. In Berryman, Cynthia L. & Virginia A. Eman, eds., *Communication, Language, and Sex: Proceedings of the First Annual Conference*. Rowley, Mass.: Newbury House, 112-121.

Ellyson, S.L., J.F. Dovidio & R. Corson (1981). Visual behavior differences in females as a function of self-perceived expertise. *Journal of Nonverbal Behavior* 5:164-171.

Feldstein, Stanley & Aron W. Siegman (1978). *Nonverbal Behavior and Communication*. Hillsdale, NJ: Lawrence Erlbaum Associates.

Fischer, J.D. & D. Byrne (1975). Too close for comfort: Sex differences in response to invasion of personal space. *Journal of Personality and Social Psychology* 32:15-21.

Frances, Susan J. (1979). Sex differences in nonverbal behavior. *Sex Roles* 5:519-535.

Frieze, I.R. & S.J. Ramsey (1970). Nonverbal maintenance of traditional sex roles. *Journal of Social Issues* 32(3):133-141.

Fromme, D.K. & D.C. Beam (1974). Dominance and sex differences in nonverbal responses to differential eye contact. *Journal of Research in Personality* 8:76-87.

Halberstadt, amy G. (1983). Gender and nonverbal behavior: Of relevance and rigor. *Semiotica* 45 (3/4):351-369.

Hall, Judith A. (1978). Gender effects in decoding nonverbal cues. *Psychological Bulletin* 85: 845-857.

______ (1984). *Nonverbal Sex Differences: Communication Accuracy and Expressive Style*. Baltimore: Johns Hopkins University Press.

Hanna, Judith Lynne (1988). *Dance, Sex, and Gender. Signs of Identity, Dominance, Defiance, and Desire*. Chicago: University of Chicago Press.

Henley, Nancy M. (1975). Power, sex, and nonverbal communication. In B. Thorne & N. Henley, eds., *Language and Sex: Difference and Dominance*. Rowley, Mass.: Newbury House, 184-202.

_____ (1977). *Body Politics: Power, Sex and Nonverbal Communication*. Englewood Cliffs, NJ: Prentice-Hall.

_____ & Jo Freeman (1975). The sexual politics of interpersonal behavior. In Jo Freeman, ed., *Women: A Feminist Perspective*. Palo Alto: Mayfield, 391-401.

Kennedy, Carl & Carl Camden (1984). Interruptions and nonverbal gender differences. *Journal of Nonverbal Behavior* 8(2):91-108.

Klein, Zdenek (1984). Sitting postures in males and females. *Semiotica* 48(1/2):119-131.

LaFrance, Marianne & Clara Mayo (1978). *Moving Bodies: Nonverbal Communication in Social Relationships*. Monterey, CA: Brooks/Cole.

_____& _____(1979). A review of nonverbal behaviors of women and men. *The Western Journal of Speech Communication* 43:96-107.

_____& _____ (1980). The nonverbal display of psychological androgyny. *Journal of Personality and Social Psychology* 38(1):36-49.

Leffler, Ann, Dair Gillespie & Joseph C. Conaty (1982). The effects of status differentiation on nonverbal behavior. *Social Psychology Quarterly* 45:153-161.

Major, B. (1981). Gender patterns in touching behavior. In C. Mayo & N.M. Henley, eds., *Gender and Nonverbal Behavior*. New York: Springer-Verlag.

Mayo, Clara & Nancy Henley, eds. (1981). *Gender and Nonverbal Behavior*. New York: Springer-Verlag.

Mulac, Anthony, L. B. Studley, J.M. Wiemann & J.J. Bradac (1987). Male/female gaze in same-sex and mixed-sex dyads. *Human communication Research* 13(3):323-343.

Murray, Stephen O. & Lucile H. Covelli (1988). Women and men speaking at the same time. Journal of pragmatics 12:

Nguyen, Tuan, Richard Heslin & Michele L. Nguyen (1975). The meaning of touch: Sex differences. *Journal of Communication* 25(3):92-103.

Smith Althea (1983). Nonverbal communication among black female dyads: an assessment of intimacy, gender and race. *Journal of Social Issues* 39(3):55-67.

Vrugt, Anneke & Ada Kerkstra (1984). Sex differences in nonverbal communication. *Semiotica* 50(1/2):1-41.

Weitz, Shirely (1976) Sex differences in nonverbal communication. *Sex Roles* 2(2):175-184.

Wolfgang, Aaron (1979). *Nonverbal behavior: Applications and cultural implications*. New York: Academic Press.

XIV. Sex Differences/Sexism in Literature

Borker, David & Olga K. Garnica (1980). Male and female speech in dramatic dialogue: A stylistic analysis of Chekovian character. *Language and Style* 13(4):3-28.

Burtturff, D. & E.L. Epstein, eds. (1978). *Women's Language and Style*. Akron OH: L&S Books

Cooper, Pamela (1987). Sex-role stereotypes of stepparents in children's literature. In L.P. Stewart & S. Ting-Toomey, eds., *Communication, Gender, and Sex Roles in Diverse Interaction Contexts*. Norwood, NJ: ABLEX, 61-82.

Costello, Bonnie (1980). The "feminine" language of Marianne Moore. In S. McConnell-Ginet, R. Borker & N. Furman, eds., *Women and Language in Literature and Society*. New York: Praeger, 222-238.

Donovan, Josephine, ed. (1971). *Feminist Literary Criticism: Explorations inTheory*. Kentucky: University Press of Kentucky.

_____ (1980). The silence is broken. In S. McConnell-Ginet, R, Borker & N. Furman, eds. , *Women and Language in Literature and Society*. New York: Praeger, 205-218.

Farrell, Thomas J. (1979). The female and male modes of rhetoric. *College English* 40(8).

Fricke, Donna (1980). Phallic criticism: Some suggestions for remedying the unfortunate state of the art of literary criticism. In C. Berryman,& V. A. Eman, eds. , *Communication, Language, and Sex: Proceedings of the First Annual Conference*. Rowley, Mass.: Newbury House, 41-50.

Gallop, Jane (1980). Snatches of conversation. In S. McConnell-Ginet, R. Borker & N. Furman, eds., *Women and Language in Literature and Society*. New York: Praeger, 274-283.

Gardiner, Judith Kegan (1981). On female identity and writing by women. *Critical Inquiry* 8: 347-361.

Gershuny, H. Lee (1977). Sexism in the language of literature. In Nilsen, Alleen Pace, Haig Bosmajian, H. Lee Gershuny & Julia P. Stanley , *Sexism and Language*. Urbana, Ill: National Council of Teachers of English, 107-130.

Gilbert , Sandra & Susan Gubar (1987). *The War of the Words. Vol. 1 of No Man's Land: The Place of the Woman Writer in the Twentieth Century*. New Haven: Yale Univ. Press.

Heilbrun, Carolyn G. (1981). Women, men, theories, and literature. *Profession 81*:25-29.

Hiatt, Mary P. (1976). The sexology of style. *Language and Style* 9(2):98-107.

_____ (1977). The Way Women Write. New York: Teachers College Press.

_____ (1980). Women's prose styles: A study of contemporary authors. Language and Style 13(4):36-45.

Kamuf, Pegge (1980). Writing like a woman (1980). In S. McConnell-Ginet, R. Borker & N. Furman, eds., Women and Language in Literature and Society. New York: Praeger, 284-299.

Kolodny, Annette (1973). The land-as-woman: Literary convention and latent psychological content. Women's Studies: An Interdisciplinary Journal 1(2):167-182.

_____ (1975). The Lay of the Land. Chapel Hill: University of North Carolina Press.

_____ (1980). Honing a habitable languagescape: Women's images for the New World frontiers. In S. McConnell-Ginet, R. Borker & N. Furman, eds. , Women and Language in Literature and Society. New York: Praeger, 188-204.

Kramer, Cheris (1975). Excessive loquacity: Women's speech as represented in American etiquette books. In B. Eakins, G. Eakins & B. Lieb-Brilhart, eds., Women's (and Men's) Communication. Washington, D.C.: Speech Communication Association, 46-55.

Lakoff, Robin Tolmach (1979). Stylistic strategies within a grammar of style. In Orasanu, Judith, Mariam K. Slater & Leonore Loeb Alder, eds. (1979). Language, Sex, and Gender: Does "la différence" make a difference? New York Academy of Sciences Vol. 327:53-80.

Larsson, Lisbeth (1980). Women's reading. In C. Kramarae, ed., "The Voices and Words of Women and Men." Special issue of the Women's Studies International Quarterly 3(2/3):277-284.

Martin, Wendy (1972). Seduced and abandoned in the New World: The image of woman in American fiction. In V. Gornick & B.K. Moran, eds., Woman in Sexist Society. New York: The New American Library, 329-346.

Miller, Nancy K. (1980). Women's autobiography in France: For a dialectics of identification. In McConnell-Ginet, Sally, Ruth Borker & Nelly Furman, eds., Women and Language in and Society. New York: Praeger, 258-273.

Miller, Casey & Kate Swift (1980). The Handbook of Nonsexist Writing for Writers, Editors, and Speakers. New York: Lippincott & Crowell.

Millett, Kate (1969). Sexual Politics. New York: Avon/Equinox.

_____ (1970) . Sexual politics (in literature). In Robin Morgan, ed., Sisterhood is Powerful: An Anthology of Writings from the Women's Liberation Movement. New York: Vintage, 349-376.

Mills, Sara (1987). The male sentence. Language and Communication 7(34):189-198.

Montefiore, Jan (1987). Feminism and Poetry: Language, Experience, Identity in Women's Writing. New York: Pandora.

Morgan, William (1979). Images of men and maleness: A thematic appraoch to teaching women writers. College English 40(8).

Pigott, Margaret B. (1979). Sexist roadblocks in inventing, focusing and writing. College English 40(8) .

Pringle, Mary Beth & Anne Stericker, eds. (1980) . Sex Roles in Literature. New York: Longman.

Salem, J. Christine (1980). On naming the oppressor: What Woolf avoids saying in A Room of One's Own. In C. Kramarae, ed., "The Voices and Words of Women and Men." Special issue of the Women's Studies International Quarterly 3(2/3):209-218.

Sandell, Karin (1980). The all-too-wonderful world of children's literature: Forty years of award-winning children's picture books. In C.L. Berryman& V.A. Eman, eds. , Communication,Language, and Sex: Proceedings of the First Annual Conference. Rowley, Mass.: Newbury House, 27-40.

Showalter, Elaine (1971). Women writers and the double standard. In V. Gornick & B.K. Moran, eds., Woman in Sexist Society. New York: The New American Library, 452-479.

Stahlecker, Jame E. (1980). Parental and literature stereotype modeling. An investigation of their influences on second grade children. In Berryman, Cynthia L. & Virginia A. Eman, eds. , Communication, Language, and Sex: Proceedings of the First Annual Conference. Rowley, Mass.: Newbury House, 10-26.

Todd, Janet, ed. (1980). Gender and Literary Voice. New York: Homes & Meier Publishers, Inc.

Treichler, Paula A. (1980). Verbal subversions in Dorothy Parker: "Trapped like a trap in a trap." Language and Style 13(4):46-61.

Walker, Nancy (1988). A Very Serious Thing: Women's Humor and American Culture. Minneapolis: University of Minnesota Press.

Walters, Anna (1980). When women's reputations are in male hands: Elizabeth Gaskell and the critics. Women's Studies International Quarterly 3(4):405-414.

Warshay, Diana W. (1972). Sex differences in language style. In C. Savilios-Rothschild, ed., Toward a Sociology of Women. Lexington, MA: Xerox College Publishing, 3-9.

XV. Sexism in the Law and Courts

Blodgett, Nancy (1986). "I don't think that ladies should be lawyers." ABA Journal (December 1): 48-53.

Bosmajian, Haig, (1977). Sexism in the language of legislatures and courts. In Nilsen, Alleen Pace, Haig Bosmajian, H. Lee Gershuny & Julia P. Stanley, Sexism and Language. Urbana,Ill: National Council of Teachers of English, 77-106.

Collins, Ronald K.L. (1977). Language, history and the legal process: A profile of the "reasonable man." Rutgers-Camden Law Journal 8(2). [Available in UCD Law School]

Cox, Gail Diane (1990). Reports track discriminatino: Fourteen volumes chronicle how women are treated in court. The National Law Journal 12 , 26, November.

Driedger, E.A. (1976). Are statues written for men only? McGill Law Journal 22 [A reply to Ritchie--see citation below] [Available in UCD Law School]

Epstein, Cynthia Fuchs (1988). Social control: Law, public policy, force, and the threat of force.

Ch. 6 of C. F. Epstein, Deceptive Distinctions. Sex, Gender, and the Social Order. New Haven, CT: Yale University Press.

Hodgson, Beverly J. (1976). Sex texts and the First Amendment. Journal of Law and Education 5(2).

MacDougall, Patricia (1972-73). Married women's common law right to their own surnames. Women's Law Reporter 1(3):2-14.

MacKinnon, Catharine (1990). Legal perspectives on sexual difference. In D. Rhode, ed., Theoretical Perspectives on Sexual Difference. New Haven, CT: Yale Univ. Press, 213-225.

Nemeth, Charlan, Jeffrey Endicott & Joel Wachtler (1976). From the '50's to the '70's: Women in jury deliberations. Sociometry 39(4):293-304.

Nilsen, Alleen Pace (1977). Sexism in the language of marriage. In Nilsen, Alleen Pace, Haig Bosmajian, H. Lee Gershuny & Julia P. Stanley , Sexism and Language. Urbana, Ill: National Council of Teachers of English, 131-142.

Ritchie, Marguerite E. (1975). Alice through the statutes. McGill Law Journal 21 (Winter). [Available in UCD Law School]

Schafran, Lynn Hecht (1987). Documenting gender bias in the courts: The task force approach. Judicature 70(5):280-290.

West, Robin (1988). Juisprudence and gender. The University of Chicago Law Review 55:1-72.

Women in the Courts (1986). Report of the New Jersey Supreme Court Task Force on *Women in the Courts*. Fordham Urban Law Journal 15(1):11-198.

XVI. Sexism in Education & in Instructional Materials

Bertilson, H.S., Springer, D.K., & K.M. Fierke (1982). Underrepresentation of female referents as pronouns, examples, and pictures in introductory college textbooks. Psychological Reports 51:923-931.

Brooks, Virginia R. (1982). Sex differences in student dominance behaviour in female and male professors' classrooms. Sex Roles 8:683-690.

Burr, E. , Dunn, S. & N. Farquhar (1972). Women and the language of inequality. Social Education 36(2):841-845.

Carelli, Anne O'Brien, ed. (1988). Sex Equity in Education. Springfield, ILL: Charles C. Thomas.

Craig, D. & M.K. Pitts (1990). The dynamics of dominance in tutorial discussions. Linguistics 28: 125-138.

deBie, Marloes, L.W. (1987). Classroom interaction: Survival of the fittest. In D. Brouwer & D. de Haan, eds., Women's Language, Socialisation and Self-Image. Dordrecht: Foris, 76-88.

Elliott, John (1978). Sex role constraints in freedom of discussion: A neglected reality of the classroom. The New Era 55:147-155.

Gabriel, Susan L. & Isaiah Smithson , eds. (1990). Gender in the Classroom: Power and Pedagogy.

Champaign, IL: University of Illinois Press.

Gershuny, H. Lee (1989). English handbooks 1979-85: Case studies in sexist and nonsexist usage. In F.W. Frank & P.A. Treichler, eds., Language, Gender, and Professional Writing: Theoretical Approaches and Guidelines for Nonsexist Usage. New York: The Modern Language Association of America, 95-104.

Giacomini, M., Rozée-Koker, P. & F. Pepitone-Arreola-Rockwell (1986). Gender bias in human anatomy textbook illustrations. Psychology of Women Quarterly 10:413-420.

Gollnisk, Donna, Myra Sadler & Davis Sadler (1982). Beyond the Dick and Jane syndrome: Confronting sex bias in instructional materials. In Sex Equity Handbook for Schools. New York: Longman.

Harrison, Linda (1975). Cro-magnon woman--in eclipse. The Science Teacher 42(4):8-11.

Hartman, Pat L. & Elliot L. Judd (1978). Sexism and TESOL materials. TESOL Quarterly 12(4):383-393.

Hoagland, Sarah Lucia (1980). Androcentric rhetoric in sociobiology. In C. Kramarae, ed., "The Voices and Words of Women and Men." Special issue of the Women's Studies International Quarterly 3(2/3):285-293.

Holland, Dorothy C. & Margaret A. Eisenhart (1990). Educated in Romance. Women, Achievement and College Culture. Chicago: University of Chicago Press.

Jenkins, M.M. (1983). Removing Bias: Guidelines for Student-Faculty Communcation. Annandale, VA: Speech Communication Association.

Kiesler, Sara, Sproul, Lee S. & Jacquelynne S. Eccles (1985. Pool halls, chips, and war games: women in the culture of computing. Psychology of Women Quarterly 9:451-462.

Kinman, Judity R. & Darwin L. Henderson (1985). An analysis of sexism in Newberry Medal Award books from 1977 to 1984. The Reading Teacher 38:885-889.

McDonald, Scott M. (1988). Sex bias in the representation of male and female characters in children's picture books. Journal of Genetic Psychology 150(4):389-401.

Neussel, Frank H. (1977). Resource guide: Sexism in language texts. Language Sciences 46:22-23.

Nilsen, Alleen Pace (1977). Sexism in children's books and elementary teaching materials. In A.P. Nilsen, H. Bosmajian, H. L. Gershuny & J. P. Stanley, Sexism and Language.- Urbana, Ill: National Council of Teachers of English, 161-180.

Sadker, Myra & David Sadker (1985). Sexism in the schoolroom of the '80s. Psychology Today (March):54-57.

Sandler, Bernice (1987). The classroom climate: A chilly one for women. In Carol Lasser, ed., Educating Men and Women Together: Coeducation in a Changing World. Chicago: University of Illinois Press.

Schmitz, Betty (1975). Sexism in French language textbooks. In R.C. Lafayette,ed., The Cultural

Revolution in Foreign Language Teaching. Skokie, Ill.: National Textbook Co, 119-130.

Scully, Diana & Pauline Bart (1973)., A funny thing happened on the way to the orifice: Women in gynecolog y textbooks. In Joan Huber, ed., Changing Women in Changing Society. Chicago: University of Chicago Press, 283-288.

Stitt, B.A. (1988). Building Gender Fairness in Schools. Carbondale, IL: Southern Illinois University Press.

Steedman, Carolyn, Urwin, Cathy & Valerie Walkerdine, eds. (1986). Language, Gender, and Childhood. Boston: Routledge & Kegan Paul.

Swann, Joan (1992). Girls, Boys and Language. Cambridge, MA: Basil Blackwell.

______ & David Graddol (1988). Gender inequalities in classroom talk. English in Education 22(1):48-65.

Thorne, Barrie (1986). Girls and boys together...but mostly apart: Gender arrangements in elementary schools. In W .W. Hartup & Z. Rubin, eds., Relationships and Development Hillsdale, NJ: Erlbaum, 167-184.

Trepamer, Mary L. & Jane A. Romatowski (1985). Attributes and roles assigned to characters in children's writing: sex differences and sex-role perceptions. Sex Roles 13(5/6):263-272.

U'ren, Marjorie B. (1971). The image of women in textbooks. In V. Gornick & B.K. Moran, eds. Woman in Sexist Society. New York: New American Library, 318-328.

Wilkinson, Louise Cherry (1978). Teachers' inclusion of males and females in generic nouns. Research in the Teaching of English 12:155-161.

Worby, Diana Zacharia (1979). In search of a common language: Women and educational texts. College English 4(1):101-105.

XVII. Use of Language & Imagery in the Mass Media

Barcus, F. Earle (1983). Images of Life on Children's Television. New York: CBS Educational and Professional Publishing.

Berryman, Cynthia L. (1975). The language of women as a reflection of the image of women in a mass-circulation magazine: An analysis of Ladies Home Journal fiction, 1900-1920. In B. Eakins, G. Eakins, and B. Lieb-Brilhart, eds., Women's (and Men's) Communication. Washington, D.C.: Speech Communication Association, 56-62.

Bethel, Elizabeth R. (1975). Evaluation of traits of female characters on day-time TV soap operas. In B. Eakins, G. Eakins, and B. Lieb-Brilhart, eds., Women's (and Men's) Communication. Washington, D.C.: Speech Communication Association, 63-71.

_____ and Bettie Horne (1978). The language of male-female humour in popular pulp. In Michael Paradis, ed., The Fourth LACUS Forum 1977. Columbia, SC: Hornbeam Press, 175-184.

Bobo, Jacqueline (1992?). Black feminism and media studies. Special issue of Quarterly Review of Film and Video.

Butler, Matilda & William Paisley (1979). Women and the Mass Media. Sourcebook for Research and Action. New York: Human Sciences Press.

Chavez, Deborah (1985). Perpetuation of gender inequality: A content analysis of comic strips. Sex Roles 13(1/2):93-102.

Cooper, Virginia W. (1985). Women in popular music: A quantitative analysis of feminine images over time. Sex Roles 13(9/10):495-506.

Courtney, Alice & Thomas Whipple (1983). Sex Stereotyping in Advertising. Lexington, MA: Lexington Books.

Craig, Steve, ed. (1992). Men, Masculinity, and the Media. Newbury Park, CA: Sage.

Creedon, P.J., ed. (1989). Women in Mass Communication: Challenging Gender Values. Newbury Park, CA: Sage Publications.

Daddario, Gina (1992). Swimming against the tide: *Sports Illustrated*'s imagery of female athletes in a swimsuit world. Women's Studies in Communication 15(1):49-64.

Davidson, E.S., A. Yasuna & A. Tower (1979). The effects of television cartoons on sex-role stereotyping in young girls. Child Development 50:597-600.

Davis, Albert J. (1984). Sex-differentiated behaviors in nonsexist picture books. Sex Roles 11(11/12):983-996.

Downs, Chris (1981). Sex-role stereotyping on prime-time television. The Journal of Genetic Psychology 138:253-258.

Eisenstock, B. (1984). Sex role differences in children's identification with counterstereotypical televised portrayals. Sex Roles 10:417-430.

Drew, Dan G. & Susan Miller (1977). Sex stereotyping and reporting. Journalism Quarterly 54(1):142-146.

Fasold, Ralph (1987). Language policy and change: Sexist language in the periodical news media. In P. Lowenberg, ed., Language Spread and Language Planning. Washington, D.C.: Georgetetown University Press.

_______, Yamada, H., Robinson, D. & S. Barish (1990). The language-planning effect of newspaper editorial policy: Gender differences in *The Washington Post*. Language in Society 19(4):521-539.

Fine, Marlene (1981). Soap opera conversations: The talk that binds. Journal of Communication 31:97-107.

Friedman, Leslie J. (1977). Sex Role Stereotyping in the Mass Media. New York: Garland.

Geis, F.L., V. Brown, J. Jennings & N. Porter (1984). TV commercials as achievement scripts for women. Sex Roles 10(7-8):513-525.

Goffman (1979). Gender Advertisements. New York: Harper Colophon.

Gagnard, A. (1989). A sociocultural close-up: Body image in advertising. In P.J. Creedon, ed., Women in Mass Communication: Challenging Gender Values. Newbury Park, CA:

Sage Publications, 261-262.

Gunter, Barrie (1986). Television and sex role stereotyping. London: J. Libbey & Co. Ltd.

Halbur, Bernice & Mary Vandagriff (1987). Societal responses after death: A study of sex differences in newspaper death notices. Sex Roles 17(7/8):421-436.

Lazier-Smith, L. (1989). A new "genderation" of images to women. In P.J. Creedon, ed., Women in Mass Communication: Challenging Gender Values. Newbury Park, CA: Sage Publications, 247-260.

Messner, Michael, Duncan, Margaret C. & Kerry Jensen (1993). Separating the men from the girls: The gendered language of televised sports. Gender & Society 7(1):121-137.

Mills, Barbara (1992). Resisting change: Unchanging stereotypes in *The New Yorker* Cartoons. Unpublished ms., UCD.

Peevers, Barbara H. (1979). Androgyny on theTV screen? An analysis of sex-role portrayal. Sex Roles 5(6):797-809.

Sanders, Marlene & Marcia Rock (1988). Waiting for Prime Time: The Women of Television News. Champaign, IL: University of Illinois Pres..

Sims, Barbara (1974). "She's got to be a saint, lord knows, I ain't": Feminine masochism in American country music. Journal of Country Music 5:24-30.

Sternglanz, Sarah & Lisa Serbin (1974). Sex role stereotyping in children's television programs. Developmental Psychology 10(5):710-715.

Toeplitz, Jerzy (1980). Women in the Media. Paris: United Nations Educational, Scientific and Cultural Organization (UNESCO).

Trauth, Denise M. & John L. Huffman (1980). Stereotyping in advertising: Applying a scale for sexism. In C.L. Berryman and V.A. Eman, eds., Communication, Language, and Sex: Proceedings of the First Annual Conference. Rowley, Mass.: Newbury House, 51-58.

Tuchman, Gaye (1989). Edging Women Out: Victorian Novelists, Publishers, and Social Change. New Haven: Yale University Press.

_____ (1979). Women's depiction by the mass media. Signs 4(3):528-542.

_____, Arlene Kaplan Daniels, & James Benet, eds. (1978). Hearth and Home: Images of Women in the Mass Media. New York: Oxford University Press.

Venkatesan, M. & Jean Losco (1975). Women in magazine ads: 1959-71. Journal of Advertising Research 15:49-54.

Verna, Mary Ellen (1975). The female image in children's TV commercials. Journal of Broadcasting (Summer):301-309.

Wilkinson, Melvin (1976). Romantic love: The great equalizer? Sexism in popular music. The Family Coordinator 25:161-166.

Wohletter, Maralinda & Bruce Lammers (1978). An analysis of roles in print advertisements over a 20-year span: 1958-1978. In J.C. Olsen, ed., *Advances in Consumer Research*. Ann Arbor: Association for Consumer Research.

XVIII. Language and Feminism

Baym, Nina (1987). The madwoman and her languages. Why I don't do feminist literary theory. In Shari Benstock, ed., *Feminist Issues in Literary Scholarship*. Bloomington, IN: Indiana University Press, 45-61.

Cameron, Deborah (1985). *Language, Feminism and Linguistics*. London: Macmillan.

French, Marilyn (1976). Women in language. *Soundings* 59:251-279.

Furman, Nelly (1980). Textual feminism. In S. McConnell-Ginet, R. Borker & N. Furman, eds., *Woman and Language in Literature and Society*. New York: Praeger, 45-54.

Gilbert, Sandra & Susan Gubar (1985). Sexual linguistics. *New Literary History* 16:515-543.

Kramarae, Cheris (1980). Proprietors of language. In S. McConnell-Ginet, R. Borker & N. Furman, eds., *Woman and Language in Literature and Society*. New York: Praeger, 58-68.

Le Guin, Ursula K. (1989). *Dancing at the Edge of the World. Thoughts on Words, Women, Places*. New York: Grove Press.

McConnell-Ginet, Sally (1980). In S. McConnell-Ginet, R Borker & N. Furman, eds., *Woman and Language in Literature and Society*. New York: Praeger, 3-25.

Scheman, Naomi (1980), Anger and the politics of naming. In S. McConnell-Ginet, R Borker & N. Furman, eds., *Woman and Language in Literature and Society*. New York: Praeger, 174-187.

Valian, Virginia (1977). Linguistics and feminism. In F. Ellison, J. English, & M. Vetterling, eds., *Feminism and Philosophy*. Totowa, NJ: Littlefield, Adams & Co., 154-166.

XIX. Changing Sexist Language

Adell, J. & H.D. Klein (1976). *A Guide to Nonsexist Children's Books*. Orlando, FL: Academy Press.

Bate, Barbara (1975). Generic man, invisible woman: Language, thought, and social change. *University of Michigan Papers in Women's Studies* 2(1):83-95.

______ (1978). Nonsexist language use in transition. *Journal of Communication* 28:139-149.

Blaubergs, Maija S. (1978). Changing the sexist language: The theory behind the practice. *Psychology of Women Quarterly* 2:244-261.

Blaubergs, Maija S. (1980). An analysis of the classic arguments against changing sexist language. In C. Kramarae, ed., "The Voices and Words of Women and Men." Special issue of the *Women's Studies International Quarterly* 3(2/3):135-248.

Capek, Mary Ellen S. (1987). *A Woman's Thesaurus. An Index of Language Used to Describe and Locate Information by and about Women*. New York: Harper & Row.

Cofer, Charles N., Robert S. Daniels, Frances Y. Dunham and Walter Heimer (1977). Guidelines for nonsexist language in APA journals. *American Psychologist* 32:486-494.

Dumond, Val (1991). The Elements of Nonsexist Usage: A Guide to Inclusive Spoken and Written English. Englewood Cliffs, NJ: Prentice Hall Press.

Ehrlich, Susan & Ruth King (1992). Gender-based language reform and the social construction of meaning. Discourse & Society 3(2):151-166.

Frank, Francine (1989). Language plannning, language reform, and language change: A review of guidelines for nonsexist usage. In F. W. Frank & P.A. Treichler, Language, Gender, and Professional Writing. Theoretical Approaches and Guidelines for Nonsexist Usage. New York: Modern Language Association, 105-133.

Frank, Francine & Frank Anshen (1983). Guidelines for non-discriminatory language usage. In F. Frank & F. Anshen, Language and the Sexes. Albany: State University of New York Press, 107-114.

_____ & _____ A selected list of guidelines for non-sexist usage. In F. Frank & F. Anshen, Language and the Sexes. Albany: State University of New York Press, 115-119.

Henley, Nancy M. (1987). This new species that seeks a new language: On sexism in language and language change. In J. Penfield, ed., Women and Language in Transition. Albany: State University of New York Press, 3-27.

Kramarae, Cheris & Paula A. Treichler (1985). A Feminist Dictionary. Boston: Pandora Press.

_____ & Mercilee M. Jenkins (1987). Women take back the talk. In J. Penfield, ed., Woman and Language in Transition. Albany: State University of New York Press, 137-156.

Maggio, Rosalie (1987). The Nonsexist Word Finder. A Dictionary of Gender-Free Usage. Boston: Beacon Press.

Martyna, Wendy (1980). Beyond the he/man approach. Signs: 5:482-493.

_____ (1983). Beyond the he/man approach: The case for nonsexist language. In B. Thorne, C. Kramarae, & N. Henley, eds., Language, Gender and Society. Rowley, MA: Newbury House, 25-37.

McMinn, Mark, Troyer, Pamela, Hannum, Laurel, & James Foster (1990). Teaching nonsexist language to college students. The Journal of Experimental Education 59(2):153-161.

Miller, Casey & Kate Swift (1988). Handbook of Nonsexist Writing: For Writers, Editors & Speakers. New York: Harper-Collins.

Newman, J. (1987). Girls are People Too: A Bibliography of Non-traditional Female Roles in Children's Books. Metuchen, NJ: Scarecrow Press.

Sorrels, Bobbye (1983). The Nonsexist Communicator: Solving the Problems of Gender and Awkwardness in Modern English. Englewood Cliffs, NJ: Prentice Hall.

Withers, Barbara (1987). Resources for liberating the curriculum. In J. Penfield, ed., Women and Language in Transition. Albany: State University of New York Press, 65-114.

Seminar: Sprachverhalten von Frau und Mann
Ruth Wodak
WS 1991/92

THEMENLISTE UND BIBIOGRAPHIE

1. Themenblock: Alltagsgespräche
Neustatter, Angela. *Hyenas in Petticoats*. 1990 London: Penguin
Tannen, Deborah. *You just don't understand*. 1990 New York: William and Morrow.
Henley, Nancy. *Körperstrategien*. Frankfurt 1989: Fischer.
Kotthoff, Helga (ed.). *Das Gelachter der Geschlechter*. 1988 Frankfurt: Fischer.

2. Themenblock: Weibliche und mannliche Sozialisation
a) Peergroups
Goodwin, Marjorie H. *He said-she she said. Talk as social organization among black children*. 1990 Bloomington: Indiana University Press.
Heath, Shirley B. *Ways with words*. 1989 Cambridge: Cambridge University Press.

b) Geschlechterrollen, crosscultural
Gumperz, John J. (ed). *Language and Social Identity*. 1990 Cambridge: Cambridge University Press.
Coupland, Nikolas (ed) *Styles of discourse*. 1988 New York: Croom.
Gilligan, Carol. *In a different Voice*. 1982 Cambridge: Harvard University Press.
Wodak, Ruth/ Schulz, Muriel. 1986 *The Language of Love and Guilt*. Amsterdam: Benjamins.
Illich, Ivan. *Gender*. 1982 Toronto: Pantheon.

3. Themenblock: Frauen, Manner in Institutionen
Lalouschek, Johanna/ Menz, Florian./ Wodak, Ruth. *Alltag in der Ambulanz*. 1990 Tübingen: Niemeyer.
Wodak, Ruth/ Louschek, Johanna/ Menz, Florian. *Sprachbarrieren*. 1990 Wien: Edition Atelier.
Trömel-Plötz, Senta. *Gewalt durch Sprache*. 1984 Frankfurt: Fischer.
Stewart, Lea/ Ting-Toomey, Stella (eds). *Communication, Gender, and Sex Roles in Diverse Interaction Contexts*. 1987 Norwood: Ablex.
Kedar, Leah. *Power through discourse*. 1987 Norwood: Ablex.
Thorne, Barrie/ Kramerae, Cheris/ Henley, Nancy (eds). *Language, Gender, and Society*. 1983 London: Newbury.
Walum, Laurel R. *The dynamics of sex and gender*. 1977 Chicago: Rand McNally.
Lakoff, Robin T. *Talking Power*. 1990 New York: Basic Books.

4. Themenblock: Frauen in der Wissenschaft--feministische Wissenschaft
Diaz-Diocaretz, Miriam/ Zavala, Iris (eds). *Women, feminist identity and society in the 1980's*. 1985 Amsterdam: Benjamins.
Hausen, Karen (ed). *Frauen suchen ihre Geschlichte*. 1983 München: Beck.
Hausen, Karen/ Nowotny, Helga (eds). *Wie männlich ist die Wissenchaft?* 1986 Frankfurt: Suhrkamp.
Keller, Evelyn Fox. *Liebe, Macht und Erkenntnis*. 1986 München: Hanser.
Frauenoffensive (ed). *Alma Mater. Mutter in der Wissenschaft*. 1982

München: Frauenoffensive.
Spender, Dale. The Writing or the Sex? 1989 London: Pergamon.
Carter, Kathryn/ Spitzack, Carole (eds). *Doing Research on Women's Communication.* 1989 Norwood: Ablex.
Conway, Jill K./ Bourque, Susan C./ Scott, Joan W. (eds). *Learning about Women.* 1989 Ann Arbor: University of Michigan Press.
Moi, Toril. *Sexual /Textual Politics.* 1985 London: Methuan.

5. Themenblock: Sexistische Sprache?
Harris, Barbara/ McNamara, JoAnn (eds). *Women and the Structure of Society.* 1984 Durham: Duke University Press.
Penelope, Julia. *Speaking freely.* 1989 London: Pergamon.
Graddol, David/ Swann, Joan. *Gender Voices.* 1989 Oxford: Blackwells.
Smith, Peter. *Languages, the Sexes and Society.* 1985 Oxford: Blackwells.
Trudgill, Peter. *The Social Differentiation of English in Norwich.* 1974 Cambridge: Cambridge University Press.
Miller, Casey/ Swift, Kate. *Words and Women.* 1977 New York: Anchor.
Pusch, Luise. *Das Deutsch als Männersprache*? 1984 Frankfurt: Suhrkamp.

BIBLIOGRAPHIE: FRAUENSEMINAR WS 91/92

Brown, P, & Levenson, St. (1987): *Politeness: Some Universals in Language Use.* Cambridge: Cambridge University Press. (Diskursanalyse)

McLaughlin, Margaret L. (1984): *Conversation. How Talk is organized.* Beverly Hills: Sage Publ. (Diskursanalyse)

Nofsinger, Robert E. (1991): *Everyday conversation.* Newbury Park: Sage Publ. (Discursanalyse)

Polanyi, Livia (1985): *Telling the American story. A structural and cultural analysis of storytelling.* Norwood N. J.: Ablex. (Diskursanalyse)

Soeffner, H.G. (Hrsg.) (1979): *Interpretative Verfahren in den Sozial- und Textwissenschaften.* Stuttgart: Metzler. (Diskursanalyse)

Stubbs, M. (1981): *Discourse Analysis. The sociolinguistic analysis of natural language.* Oxford: Blackwell's. (Diskursanalyse)

Sudnow, David (ed) (1972): *Studies in Social Interaction.* New York: The Free Press. (Diskursanalyse)

Tannen, D. (1984): *Conversational Style. Analyzing Talk Among Friends.* Norwood, N.J. : Ablex. (Diskursanalyse)

Hausherr-Mälzer, Michael (1990): *Die Sprache des Patriarchats: Sprache als Abbild und Werkzeug der Männergesellschaft.* Bern: Lang. (Geschlecht)

Hellinger, Marlies (1985): *Sprachwandel und feministische Sprachpolitik.* Opladen: Westdeutscher Verlag. (Geschlecht)

Key, Mary Ritchie (1975): *Male/Female language.* Methuen, N. J.: Scarecrow Press. (Geschlecht)

Kramarae, Cheris (1981): *Women and Men speaking. Frameworks for analysis.* Rowley, Mass.: Newbury House. (Geschlecht)

Lakoff, Robin (1975): *Language and Women's Place.* New York: Harper and Row. (Geschlecht)

Maccoby, Eleanor/ Jacklin, Carol (1976): *The psychology of sex-differences.* Stanford: Stanford University Press. (Geschlecht)

Penfield, Joyce (ed) (1987): *Women and language in transition.* Albany, N.Y.: State University of New York Pres. (Geschlecht)

Pusch, Luise (1990): *Alle Menschen werden Schwestern: Feministische Sprachkritik.* Frankfurt/Main: Suhrkamp. (Geschlecht)

Schultz, Dagmar (1979): *Ein Madchen isr fast so gut wie ein Junge. Sexismus in der Erziehung.* Berlin: Frauenselbstverlag. (Geschlecht)

Smith, Philipp, M. (1985): *Language, the sexes and society.* Oxford: Blackwell's. (Geschlecht)

Spender, Dale (1981): *Man made language.* London: Routledge and Kegan Paul. (Geschlecht)

Thorne, Barry/ Henley, Nancy (1975): *Language and sex. Difference and dominance.* Rowley, Mass.: Newbury House. (Geschlecht)

Trömel-Plötz, Senta (Hrsg) (1985): *Gewalt durch Sprache. Die Vergewaltigung von Frauen in Gesprächen.* Frankfurt/Main: Fischer. (Geschlecht)

Wallace, Ruth (ed) (1989): *Feminism and sociological theory.* Newbury Park: Sage Publ. (Geschlecht)

Wodak, Ruth (1984): *Hilflose Nähe. Mütter und Töchter erzählen. Eine psycho- und soziolinguistiche Untersuchung.* Wien: Deuticke. (Geschlecht)

Wodak, Ruth/ Schultz, MMuriel (1986): *The language of love and guilt. Mother-daughter relationships from a crosscultural perspective.* Amsterdam: Benjamins. (Geschlecht)

Yaguello, Marina (1978): *Les Mots et les femmes. Essai d'approche sociolinguistique de la condition feminine.* Paris: Payot. (Geschlecht)

Werner, Fritjof (1983): *Gesprächsverhalten von Männern und Frauen.* Frankfurt/Main: Lang. (Geschlecht)

Grimshaw, Allen D. (1989): *Collegial Discourse: professional conversation among peers.* Norwood, NJ: Ablex. (Konflikt, Diskursanalyse)

Grimshaw, Allen D. (1990): *Research on conflict talk: antecedens, resources, findings, directions.* (Konflikt, Diskursanalyse, Überblick)

Schank, Gerd (1987): *Linguistische Konfliktanalyse. Ein Beitrag der Gesprächanalyse.* (Konflikt, Diskursanalyse, Konversationsanalyse)

Schwitalla, Johannes (1987): *Sprachliche Mittel der Konfliktreduzierung in Streitgesprächen.* (Konflikt, Diskursanalyse, Konversationsanalyse)

Kallmeyer, Werner (1979): *Kritische Momente. Zur Konversationsanalyse von Interaktionsstörungen.* (Konflikt, Konversationsanalyse)

Spranz-Fogasy, Thomas (1986): *"widersprechen" Zu Form und Funktion eines Aktivitätstyps in Schlichtungsgessprächen.* Eine gesprächensanalytische Untersuchung. Tübingen: Narr. (Forschungsberichte des Instituts f. deutsche Sprache 62). (Konflikt, Teilaktivität, Konversationsanalyse)

Friedrichs, Jürgen (1990 (14. Aufl.)): *Methoden empirischer Sozialforschung.* Opladen: Westdeutscher Verlag. (Methoden allgemein)

König, Rene (Hrsg) (1973): *Handbuch der empirischen Sozialforschung.* 2 Bde. Stuttgart. (Methoden allgemein)

Mayntz, R./ Hübner, P./ Holm, K. (1971): *Einführung in die Methoden der empirischen Soziologie.* Opladen: Westdeutscher Verlag. (Methoden allgemein)

Milroy, Leslie (1987): *Observing and analysing natural language: A critical account of sociolinguistic method.* Oxford: Blackwell's (Methoden allgemein)

Henerson, Marlene (1987): *How to measure attitudes.* Newbury Park: Sage Publ. (Methoden experimentell)

Agar, Michael (1986): *Speaking of Ethnography.* Beverly Hills: Sage Publ. (Methoden Feldforschung)

Friedrichs, J./ Lüdtke, H. (1973): *Teilnehmende Beobachtung. Einführung in die sozialwissenschaftliche Feldforschung.* Weinheim/Basel: Beltz. (Methoden Feldforschung)

Girtler, Roland (1984): *Methoden der qualitativen Sozialforschung.* Anleitung zur Feldarbeit. Wien: Böhlau. (Methoden Feldforschung)

Hunt, Jennifer C. (1989): *Psychoanalytic Aspects of Fieldwork.* Newbury Park: Sage. (Methoden Feldforschung)

Whyte, William (1989): *Learning from the field: a guide from experience.* Newbury Park: Sage. (Methoden Feldforschung)

Briggs, Charles (1986): *Learning how to ask. A sociolinguistic appraisal of the role of the interview in social science research.* Cambridge: Cambridge University Press. (Methoden Interview)

Churchill, Lindsey (1978): *Questioning strategies in Sociolinguistics.* Rowley, Mass.: Newbury House. (Methoden Interview)

König, Rene (Hrsg) (1974): *Das Interview. Formen, Technik, Auswertung.* Köln: Kiepenheuer and Witsch. (Methoden Interview)

MacCracken, Grant (1988): *The long Interview.* Newbury Park: Sage. (Methoden Interview)

Survey Research Center (1976): *Interviewer's manual.* Ann Arbor, Mich.: Institute for Social Science Research. (Methoden Interview)

Antaki, Charles (ed) (1988): *Analysing everyday explanation: A casebook of methods.* London: Sage Publ. (Methoden Interview)

Denzin, Norman (1989): *Interpretive Interactionism.* Newbury Park: Sage. (Methoden qualitativ)

Soeffner, Hans-Georg (Hrsg) (1982): *Beiträge zu einer empirischen Sprachsoziologie.* Tübingen: Narr. (Methoden qualitativ)

Winkler, Peter (1981): *Methoden der Analyse von Face-to-Face Situationen.* Stuttgart: Metzler. (Methoden qualitativ)

Yin, Robert (1989): *Case Study Research: Design and Methods.* Newbury Park: Sage. (Methoden qualitativ)

Cannell, Charles (1975): *A technique for evaluating interviewer performance.* Ann Arbor, Mich.: Institute for Social Research. (Methoden quantitativ)

Holsti, Ole (1969): *Content Analysis for the Social Sciences and Humanities.* Reading, Mass.: Addison-Wesley. (Methoden quantitative)

Holm, Kurt (Hrsg) (1982): *Die Befragung.* Bd I. München: Francke. (Methoden quantitativ)

Bernd, Estel (1983): *Soziale Vorurteile und Urteile: Kritik und wissensoziologische Grundlegung der Vorurteilsforschung.* Opladen: Westdeutscher Verlag. (Rassismus)

Komitee fur ein ausländerfreundliches Österreic (1985): *Oh du gastlich Land...Vom Leben der AusländerInnen in Österreich.* Wien. (Rassismus)

Miller, Arthur G. (1982): *In the eye of the beholder: contemporary issues in stereotyping.* (Rassismus)

Strauss, Herbert/ Kampe, Norbert (1985): *Antisemitismus.* Von der Judenfeindschaft zum Holocaust. Frankfurt/Main: Campus. (Rassismus)

van Dijk, Teun A. (1989): *Communicating Racism: ethnic prejudice in thought and talk.* Newbury Park: Sage Publ. (Rassismus)

Wodak, Ruth et al. (1990): *"Wir sind alle unschuldige Täter!" Diskurshistorische Studien zum Nachkreigsantisemitismus.* Frankfurt/Main: Suhrkamp. (Rasissmus)